

VOLUME XXIV

FEBRUARY, 1960

NUMBER 2

SOCIAL EDUCATION



CONVENTION
ISSUE

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The National Council for the Social Studies is the Department of Social Studies of the National Education Association of the United States. Membership is open to any person or institution interested in teaching the social studies. Each member receives the yearbook, a subscrip-

tion to SOCIAL EDUCATION, and occasional other publications. Dues are \$5.00 for teachers with salaries under \$3,600 and \$7.00 for teachers with salaries over \$3,600. For further information, write to the Executive Secretary, 1201 Sixteenth Street, N.W., Washington 6, D.C.

Editorial office: 1201 Sixteenth Street, N.W., Washington 6, D.C. Correspondence in regard to manuscripts and reviews should be addressed to the Editor, in regard to advertising to the Business Manager.

Subscription without membership is \$5.00 a year; single copies 75 cents. Address SOCIAL EDUCATION, 1201 Sixteenth St., N.W., Washington 6, D.C.

Copyright, 1960 by the National Council for the Social Studies

Published monthly except June, July, August, and September at 1201 Sixteenth Street, N.W., Washington 6, D.C., by the National Council for the Social Studies. Second-class postage paid at WASHINGTON, D.C., and at additional mailing office, under the act of March 3, 1879. Accepted for mailing at special rate of postage provided for in the act of February 28, 1925.

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Editor's Page

THE CONVENTION

A convention has many faces.

There is the stimulation of visiting another section of the country; the experience of attending meetings and exchanging ideas; the pleasure of renewing old friendships and the opportunity of meeting new friends and fellow workers; and, for some, the responsibility and the time-consuming work that comes with membership on committees and with other positions of leadership.

And then, of course, there is the lighter side, the "human interest angle," a reporter might call it. Take by way of illustration the story of the two young men (and the glamorous coed!) who traveled from Chicago to Kansas City, Missouri, in a caboose. Through no fault of their own

(their train into Chicago was delayed when it hit an automobile), they missed their connection with the Santa Fe's crack express, *El Capitan*, and discovered, to their discomfiture, that they couldn't get another train until the next morning. It was at this low point in their fortunes that, faced with the prospect of missing the first day of the convention and with the even more disturbing prospect of spending the night on a station bench, the young men met the coed and discovered that she, too, was stranded. The men's spirits rose. The coed was, the men reported, "a dream, an absolute doll." Apparently the description was, if anything, an understatement of the first order, for wherever The Dream went with her two escorts in tow doors opened, eyes bright-

(Concluded on page 61)

In This Issue

Twenty Years of Sight and Sound

As William H. Hartley points out in his special anniversary article, the department, "Sight and Sound in Social Studies," first appeared 20 years ago, in March 1940 to be exact. "Now, some 400,000 words later," Dr. Hartley writes, "it seems appropriate to take a backward look. . . ." Readers will be interested in Dr. Hartley's review of the big news in the audio-visual field over the past 20 years. Many readers will also be interested in a fact that Dr. Hartley was too modest to include in his report; namely, that for the entire 20 years he has prepared this department for *Social Education*, never missing a deadline, never failing to do his job carefully and well. For two decades, out of his own rich experience, Dr. Hartley has contributed to the readers of *Social Education* and to the social studies profession. All of us are deeply indebted to him, and we hope, the spirit and the flesh being willing, that he will carry on for another 20 years, or longer.

Pictorial Report of the Convention

Speaking of appreciation, no one who has not worked on a similar project can have any idea of the amount of time and effort required to prepare the convention report that appears in this issue. There was the preliminary planning by Chairman Hall Bartlett and his committee; the day-by-day and meeting-by-meeting coverage of the entire program in Kansas City; and the arduous task of selecting the photographs, reading copy, and designing the eight-page spread. For this report we here express our thanks to the members of the committee, whose names appear below:

Hall Bartlett, *Chairman*, Institute of Fiscal and Political Education, New York, New York; Daniel Roselle, State University of New York, Fredonia; Thomas J. Curtin, Director of American Citizenship, Department of Education, The Commonwealth of Massachusetts; Adeline Brengle, Bloomington (Indiana) High School; Manson Van B. Jennings, Teachers College, Columbia University; Raymond H. Muessig, University of Toledo.

A Seminar on Spengler and Toynbee

Ivor D. Spencer

DOES HISTORY repeat itself? This is the most perplexing, certainly the most interesting, question which students of that vagrant muse, Clio, ever ask themselves. In the past dozen years it has perhaps been asked more than ever before. This is readily to be seen, for example, in the revival of interest in Oswald Spengler's *Decline of the West*; in the great vogue of Arnold Toynbee's *A Study of History*, despite its colossal length and the opaqueness of its abridgment; and in the spate of lesser books with titles like *The Coming Caesars*, *Oriental Despotism*, and so on. It is also visible in the graduate schools of the universities. Recent doctoral dissertations have dealt with both Henry and Brooks Adams, the brothers who thus far constitute the United States' principal contributors in this field, and with some leading foreign figures, such as Ibn Khaldun, the Arab philosopher of history.

For the past four years a seminar on this general subject has been given at Kalamazoo College under the title "Philosophies of History," with the present writer in charge of it. To give a short, conducted tour of the program, the participants start with selections from *The Decline of the West* (which gets a month, or four of the meetings), and encounter at the outset the great German cultural philosopher's apothegms at their saltiest. This is the shock treatment, surely. When Spengler says that "In this book is attempted for the first time the venture of determining history" and avers that he himself is the man to provide the key, when he tells his readers that all is fated and the choice is whether to cooperate with fate and secure a large role in life or to resist it and live in obscurity—the students give their closest attention.

Spengler is the "raw meat" of the course—tough, so strong as to be almost gamy, but de-

cidedly appetizing. After him come about two months on Toynbee's magisterial work, a time which permits readings enough to develop his system pretty fully as well as including most of the choicer illustrative material. By contrast with Spengler, Toynbee is, of course, more of an historian and claims to be quite empirical in his methods. He proceeds by selecting examples bearing upon his subject, points out the general principles which they seem to establish, and accepts the latter as a working hypothesis. While the readers often smile at his references to this "well tried empirical method," as he calls it, they are vastly impressed by his scholarship and like his kindly personality.

After this come a couple of weeks on Pitirim A. Sorokin, with *The Crisis of our Age* as the volume used. Much less known to the general reading public, he deserves a wider acquaintance, for his work is in many ways as striking as that of the two others. Sorokin is more conservatively devout than Toynbee and more simple and arresting in his comments on social evolution. Like Toynbee, he leaves some ground for an optimistic view of the future.

We conclude with an assignment in Herbert J. Muller's *The Uses of the Past*, which declares roundly that all of the preceding weeks (in effect) have been spent on stuff and nonsense! Muller's own view, in keeping with his gift for epigrammatic observations—of a negative sort—is that the chief lesson to be learned from history is that there are no lessons, except for the tragic ironies which permeate it. Apart from some brief lectures by way of background and commentary this is all that an undergraduate course given for two hours' credit seems to allow. The arrangement is one of a progression in subject matter from the flagrantly doctrinaire to the more moderate and finally to the conservative. It is worth adding that this permits taking the books up in the order in which they were published, except for the delayed arrival of volumes seven to ten of Toynbee.

Throughout the program every attempt is made to develop the students' critical faculties. This is done in part by using the round-table discussion method, which encourages the participants to speak freely. It is done also by bringing

In this report, the author, a professor of history at Kalamazoo College in Michigan, discusses a course he has given for several years under the general title of "Philosophies of History."

out the occasional contradictions within the text of a single writer, such as Spengler's equation of the Dionysiac movement, now with the Renaissance and now with the Reformation, in the classical and western cultures respectively. Or, far more seriously, Toynbee's shift from viewing religions as the mere chrysalises of societies to regarding them as the great ends in themselves. It is done, further, by drawing their attention to the obviously dated quality of some parts of Sorokin's *Crisis*. Take, for example, his statement (in 1941) that 43 percent of all married couples in the United States are childless or have only one child. Again, they are brought to note the artificiality of Toynbee's concept of the English people's "withdrawal" from the Continent in the surrender of Calais in 1558 and their "return" to it in 1914—as if this were comparable to, say, Saint Benedict's three-year solitude in the cave in the valley of Subiaco. The cautious or critical approach is also nurtured by the use of a few of the shorter articles of commentary on these works, such as in R. G. Collingwood's *The Idea of History*. At no time, certainly, are the students "taught" these volumes as constituting the law and the prophets—as laying down, successfully, hard and fast general rules derived from previous ages, particularly as to alleged "laws of civilization and decay."

There are other direct contributions that these works make. Thus, all of them contain gems of commentary on limited subjects. Typical of Toynbee's best is his aphorism that "The spirit of Nationality is a sour ferment of the new wine of Democracy in the old bottles of Tribalism." Take also his remark, in the same chapter, that contemporary physical scientists have already begun to raise their eyes above the laboratory level at least occasionally and, as he puts it: "Let our historians take heed. For when the Gentiles are flocking into the Kingdom of God, it is assuredly time for the children of the Covenant to move." It is this very idea, perhaps, that "the children of the Covenant" (i.e. the liberal arts students) should burst their shackles, if the "Gentiles" (as he none too tactfully puts it) can, which makes his work so extraordinary. Toynbee's hypothetical anecdote of the two Oklahomans crossing the Jersey flats by train is also a precious one. These westerners see that modern technology is filling in the salt marshes there and with alarm jump to the conclusion that if this goes on the Atlantic itself may be filled in and "Why, the Red Army will be able to march on Oklahoma dry-shod!" This is by way of illustrating the essential lack of

conflict between science and religion (i.e. that even if science fills in the foreshore, there will still always be, in his opinion, a whole Atlantic for faith to bridge).

Spengler, too, is full of apt comments. Thus, he terms perspective painting "the felt geometry of the space world." He also describes the peasant as "the eternal man, independent of every Culture that ensconces itself in the cities. He precedes it, he outlives it. . . ." Or, with Sorokin, there is the telling observation that, in "liberating" man from religion, modern forces "have taken from him . . . his dignity, his sanctity, and his inviolability," and "if he is harmful, he can be 'liquidated.'"

There are also nuggets of the pure gold of history, mined from the deepest and remotest earth available—or at the very least presented in the form of shrewd observation. For example, there are Toynbee's descriptions of the Ashkenazim and the Sephardim, the two main branches of European Jewry, in their wanderings. There are also his admirable accounts of the Ottoman Turks and their human "cattle" and of the Spartans and the Helots, both cases being illustrations of societies which have overburdened themselves. Similarly, in discussing the stern Protestant treatment of alien races, he says bitingly that in medieval days artists usually depicted one of the three Magi as a Negro—while adding that "Gentlemen may prefer blondes; but brunettes are the first choice of Allah's Chosen People." The nuggets are to be found mainly in Toynbee, of course. It may be proper to add that Collingwood has written, by the way, that "In the detail of his work, Toynbee shows a very fine historical sense. . . ." The present writer does not mean to deny, however, that Toynbee is often inaccurate in his larger items, as Rushton Coulborn has pointed out in an analysis of the main periods or phases of the Chinese, Indian, Egyptian, and Mesopotamian societies.¹ Spengler, Toynbee, and Sorokin are also fertile in their contributions of terms useful in any future discussions of history in its more cosmic aspects, whether it be of "creative" or "dominant" minorities, or of "ideational" or "sensate" cultures.

Quite apart from such contributions, there are also major *indirect* values in perusing and reflecting upon such works. One is the sheer incentive to a wider reading of history, especially that of ancient times and of different civiliza-

¹ "Fact and Fiction in Toynbee's 'Study of History'" in M. F. Ashley Montague, editor, *Toynbee and History*, p. 157-162.

tions. Another is the stimulant to search out some grasp of intercultural matters. A third is the powerful counteractive to the specializing tendency in modern academic life in general, and, in this case, in history in particular. Again, there is the fact that one is driven to more critical thinking about routine historical study. This latter will always be the staple work of the field (for all that Spengler speaks of it so contemptuously as mere "ant-industry"). Finally, in a study so necessarily factual as history, so accursed, in the undergraduate view, with names and dates, there results from such broad reflections a heightened mental activity in general. Surely this is all to the good.

The mechanics of the course are simple. The class is kept small, containing preferably fewer than ten students. This is accomplished by refusing to take in the poorly qualified, keeping in mind the applicants' attainments in ancient history, in philosophy, or in ability to do difficult reading in general. Some border-line candidates are merely invited to take a good look at the material, after which they commonly do not bring up the subject of admission again. In any case, all prospective members are urged to wait until the Senior year. The procedure is mainly one of a weekly assignment, which is discussed around the big table in an agreeably free-wheeling style with many pauses for personal com-

ments or question. The books themselves, as stated, are the texts; in the case of Toynbee, the Somervell abridgment is wholly rejected. Since the volumes are costly, few students buy them, even Spengler's. Instead, we have three full sets of each in the college library. The work ends with a written examination, which, by necessitating review, helps the members to get a better grasp of the "system" of each writer.

In spite of the usual criticism of such works by professional historians, this teacher believes that, for the most select college seniors, there is a great deal to be gotten from the program. If the approval which these young men and women show the course is any guide, that is certainly the case. Since they are young, with at best a lifetime of education of one sort or another before them, their judgment must naturally be discounted. Yet it is surely true that they glean countless items of fact and of commentary as a reward for their effort. If they have learned no general "laws" of societal life in the iron-clad Spenglerian sense—because, in that sense, there are none—their maturing minds have, nonetheless, been given a prodding and an exercising of very real value. They have also been alerted to what may be a lifelong thought about the questions raised by three of the shrewdest commentators on civilization which this century has produced.

Using News to Teach Geography

By Richard C. Wilson

The Florida State University at Tallahassee

IT IS REASONABLE to believe that teachers have sought easier and more interesting approaches to teaching the skills and knowledge of geography since its inception in the curriculum. Because of its traditional place in the elementary school, teachers of young children have probably given the most thought and consideration to the development of fundamental facts and concepts of geography needed by all functioning citizens in a democratic society. Unfortunately, says Jarolimek, it does not have a history of being well taught or interesting to children.¹

The growing recognition of the interdependence of nations, the threat to world peace symbolized by political disparities, and recent armed

conflicts have all spurred renewed interest in the teaching of geography. Unless alternatives are proposed and justified, the traditional or non-functional approach to teaching geography may be perpetuated under the stimulus of public interest alone.

With the advent and spread of mass media of communication, news of events and change have become quickly and easily available to teachers and students. Properly utilized, the datelines, content, and significance of the news can enhance the teaching of geography and bring in focus what James² describes as the hard core of geography. This hard core, James says, is not the

¹ John Jarolimek. *Social Studies in Elementary Education*. New York: The Macmillan Company, 1959. p. 231.

² Preston E. James. "The Hard Core of Geography." *New Viewpoints in Geography*. Twenty-ninth Yearbook. Washington, D.C.: National Council for the Social Studies, 1959. p. 9.

geography of lists of things in an area. It is not the reading of assignments and the performing of simple exercises dictated by a text or course of study.

Of all the news media, the newspaper has probably been employed more than any other in the social studies. McLendon³ has noted how they may be used effectively. Practically all news items, whether from newspapers, television, radio, periodicals, or the town crier, can be utilized to teach geography in a meaningful way.

Every news item or story has a setting. This setting makes all news a part of geography because the heart and essence of geography is place or position and the physical-cultural-political influences that are exerted upon place or position.

If a news story is used with maximum effectiveness, proper care should be taken to insure its appropriateness to the interests of the children. Needless to say, a teacher would hesitate to select an account of economic problems facing the European Common Market for first-grade children. Likewise, it would be thoughtless to bore normal eighth-graders with content closer allied to the interests of younger children.

How can the teacher actually use a news item to develop geographical concepts and understandings? Here is a suggested design that is workable in many situations.

1. Tell the students about a recent news item. Ask them to listen carefully while the article is read to them because it will be interesting to see how much the article tells about the location. If practicable, present a picture of the setting of the news item after the story has been read. Discuss the article briefly.

2. Enumerate on the blackboard some things we (the students and the teacher) know about the locale of the story. Include, of course, information provided by the story itself. Does the news embrace references to climate, location, products, physical characteristics, transportation, land use, natural vegetation, or natural resources?

3. Use maps and globes of different scales to locate the setting. What can the map and globe tell about the locale? How far is it from a given point? Where is it situated in reference to the prime meridian; the equator?

4. Pose questions that arouse natural curiosity and stimulate the need for inquiry and research. Is this an old city? How many people live there? What are they like? What are the customs of the people; religion; language? If the staple foods

are different from ours, why don't they cultivate the crops we raise for a better diet? Why are the dwellings different or like those in our own state?

5. Record sources where information about the subject may be obtained. The compilation should draw primarily from the students with supplementary additions of the not so obvious sources pointed out by the teacher. Such a recording normally includes the basic text, various encyclopedias, library books, and a few of the better-known periodicals. The teacher has the responsibility of contributing some of the lesser-known, but equally important, publications and materials. For example, the teacher may know of a particular film about the locale, an article from a learned organization, or a resource person in the community who may be available to furnish first-hand information from travel or other affiliation with the subject.

6. A research period should be provided. During this time children may work individually, in pairs, or in small groups to ferret out information about specific questions and problems. When possible, grouping for research activities should be based upon pupil interests. If the research period is to be a successful one, some students usually need help and guidance. It is especially important to provide aid for those who may be discouraged or dissatisfied with their progress.

7. Schedule a time for individuals and groups to report on their findings. This may not necessarily come on the same day as the research period. It probably should follow within a day or two to avoid a wane of interest in the problems. To spread the feeling of accomplishment, it is advisable to encourage every child to share some of his findings regardless of how insignificant they may be. Foster the use of maps, graphs, pictures, and illustrations for adding interest to the reports. Don't expect to have all reports presented on the same day.

8. If convenient and practicable, collect and display the results of the research and reports. A single bulletin board can usually serve adequately for illustrating the most pertinent information. A center of materials and information often promotes continued interest and individual study of a geographical area.

Ignorance and misunderstanding of critical and important places in the news have reminded the American public of the neglect of geography in the schools. By using the news to teach geography, teachers not only stimulate an interest in the subject but also promote a consideration of topics most obviously in the public eye.

³ Jonathon C. McLendon. "Using Daily Newspapers More Effectively." *Social Education* 23:263; October 1959.

Paperbacks on Asia for High School Use

Hyman Kublin

SINCE the end of World War II the study of the history and civilizations of Asia has increasingly been recognized as a necessary component of American higher education. No longer are courses on the East deemed to be the exclusive preserve of graduate schools and their attached institutes where mere handfuls of students receive advanced training for university teaching and research. The study of Asia, having fortunately been divested of its erstwhile exotic character, has rather been widely established in the general education curriculum of the undergraduate school.

More recently, a new and healthful trend has become evident in American education. In high schools and college preparatory institutions numerous administrators and many teachers, particularly in the field of social studies, have become perturbed by the preponderant and, at times, exclusive emphasis placed upon the United States and western Europe in required and elective courses grandiloquently and misleadingly entitled *World History*, *World Civilization*, *The Modern World*, and the like. The time is long overdue, as Confucius said, for a "rectification of names," or, failing this, for a modification of courses.

Granting that educators are awakening to the need for less parochial approaches to the study and teaching of other peoples and cultures, it is unhappily true that the alteration of standard courses and the introduction of new offerings present many formidable problems. Countless teachers who are themselves the products of the more narrowly conceived collegiate curricula in vogue a decade or a generation ago, are the first to admit their inadequacies to teach the history

and cultures of Asian peoples. Their peculiar difficulties have, to be sure, been recognized in a laudable, if modest, way by the national program of summer institutes and workshops on Asia sponsored by the Japan Society, Asia Society, Asia Foundation, and a rapidly growing number of colleges and universities. But, it must be admitted, thousands of teachers all over the United States have few realistic alternatives but to fall back upon self-help. Until such time as a new generation of teachers, educated about Asia in undergraduate and graduate institutions, has been installed in our public and private schools, it may be assumed that many a member of a social studies department wishing to learn in order to teach about Asia will have to do it by himself.

Doubtless the most vexing problem confronting the teacher whose eyes and mind have turned to the East is where to begin. For purposes of both study and instruction the need for useful and available books is glaringly apparent. Insofar as most interested teachers are concerned, works on Asia are either too many or too few. With the tremendous demands upon the teacher's time, it is impossible for him to wade through the voluminous publications in the field and, on the other hand, he must so often contend with parsimonious allocations for school and public libraries.

In response to the growing demand for inexpensive study and teaching materials, both primary and supplementary, a veritable cascade of paperback books dealing with Asia has poured into the market during the past few years. Some of these works are reprints of works formerly or still standard in the field; it is regrettable that many of them have not been suitably edited and up-dated. Other paperbacks are trashy, ephemeral, and blatant pot-boilers which, in some instances, have luckily gone out of print. There are, however, a respectable number of books on Asia, both reprints and originals, which are valuable for the purposes of the teacher and occasionally for the needs of the high school student. An

Dr. Kublin is an Associate Professor of History at Brooklyn College in New York. A specialist in Asian studies, he has written extensively on the history and social affairs of the Far East and the Pacific. "Preparation of this article on paperbacks," he writes, "was facilitated by a grant in aid of area studies to Brooklyn College by the Carnegie Corporation of New York."

annotated bibliography of these works is set down below.

A note about the method and criteria of selection may well be called for. All the works listed have been read by the writer; some of them he has liked. Many of the books have been used successfully, in whole or in part, in courses on Asia taught by the writer in the undergraduate and graduate schools of Brooklyn College which trains more public school teachers than any other institution of higher learning in the metropolitan New York City area. Again, many of the books have been repeatedly evaluated by teacher-students and student-teachers in summer workshops on Asia directed by the writer at the University of Delaware and Brooklyn College since 1954. Finally, a number of the books have been assigned for reading and comment by high school students in the writer's neighborhood.

In the following bibliography a simple code is used. "A" signifies books which are recommended primarily for reading and self-study by teachers. "B" indicates works which may be used entirely by teachers and in whole or in part by high school students, mainly on the junior and senior levels. "C" denotes books of possible value to students in various bright classes from the ninth through the twelfth grades. All books listed are currently available. Information on publishers may be found in *Paperbound Books in Print*, issued periodically by R. R. Bowker Co., 62 West 45th Street, New York 36, New York. Since many of the works have been reprinted frequently, places and dates of publication have not been indicated.

There is, as in the college textbook field, no paperback volume which covers the broad sweep of Asian history and civilizations, defined, for purposes of this bibliography, as the area from Japan in the east to Pakistan in the west. An extremely lucid and informative book, adequate as an introduction to the movements for social and political change in Asia and elsewhere in the twentieth century, is the symposium by Vera M. Dean and others, *The Nature of the Non-Western World* (Mentor; MD190; 50 cents; B). For important aspects of Asian civilizations the following works should be noted. Walter A. Fairservis, Jr., *The Origins of Oriental Civilization* (Mentor; MD251; 50 cents; B) is, though of unequal value and reliability, useful in parts for the provision of additional dimensions in courses on World and Ancient History. John D. Yohanan, editor, *A Treasury of Asian Literature* (Mentor; MD243; 50 cents; B), an anthology of

translated selections from the literature of the Middle East, India, China, and Japan, may be used advantageously in courses on Asia as well as in courses in English literature.

Good paperbacks on Japanese history and society are scarce. A richly instructive and entertaining introduction to life and customs in modern Japan is Ichiro Kawasaki, *The Japanese Are Like That* (Tuttle; \$1.50; C). Also worth reading is *Modern Japan; a Brief History* by Arthur Tiedemann (Anchor; 9; \$1.25; A) which presents a highly compact survey of Japanese history since the mid-nineteenth century as well as the texts of important historical and foreign policy documents.

For the study of the traditional arts and culture of Japan a small number of first-rate volumes is readily available. Langdon Warner, *The Enduring Art of Japan* (Evergreen; Eg7; \$1.95; A) provides a refreshing and intelligible survey of the Japanese artistic and aesthetic heritage. Reading of this book might well be followed by Alan W. Watts, *The Way of Zen* (Mentor; MD273; 50 cents; A), which is infinitely more comprehensible than William Barrett, editor, *Zen Buddhism; Selected Writings of D. T. Suzuki* (Anchor; Ag9; 95 cents; A).

The study of Japanese literature is facilitated by the polished essays of Donald Keene, *Japanese Literature; an Introduction for Western Readers* (Evergreen; Eg; \$1.25; B). Keene's study is concerned with poetry, prose, and drama, both traditional and modern. Perusal of this book should be followed by Murasaki Shikibu, *The Tale of Genji* [Part I] (Anchor; A55; 95 cents; A) and [Part II] (Anchor; A176; 95 cents; A). This greatest of Japanese novels, dealing with life at the imperial court almost a thousand years ago, is superbly translated by Arthur Waley. Highly recommended for teachers and students with a taste for poetry is Harold G. Henderson, *An Introduction to Haiku* (Anchor; A150; \$1.00; B).

Several modern literary works on Japan are guaranteed to provide delightful reading. Lafcadio Hearn, *Tales and Essays from Old Japan* (Gateway; 6027; \$1.25; C) may easily be adapted for use in units on Japan as well as in courses in English literature. Ryunosuke Akutagawa, *Rashomon and Other Stories* (Bantam; AC42; 35 cents; C) may be similarly employed. Teachers who have not delved into the rich store of modern Japanese literature in English translation will be captivated by the artistry and sensitivity of Yasunari Kawabata, *Snow Country* (Knopf; \$1.25; A).

Many teachers of the social studies recommend to their students the reading of John Hersey, *Hiroshima* (Bantam; AC26; 35 cents; B) and, occasionally, of Michihiko Hachiya, *Hiroshima Diary* (Avon; T259; 35 cents; B). Neither work should, however, be assigned for student use without preliminary instruction by the teacher on the political and military background of the atomic bombing of Japan.

Korea is represented in paperback editions only by a single volume of direct interest to teachers. So-un Kim, *The Story Bag: a Collection of Korean Folk Tales* (Tuttle; \$1.50; C) is charming and may be used to enrich readings in courses in literature and on the Far East.

Paperbacks in the field of Chinese studies strongly reflect the research activities of western scholars, being grouped in the ancient and modern periods. The sole volume which skims the panorama of Chinese history is René Grousset, *The Rise and Splendour of the Chinese Empire* (University of California Press; \$1.95; B). Its emphasis is cultural and artistic.

On the social philosophical foundations of Chinese civilization three works may be suggested. Liu Wu-chi, *A Short History of Chinese Philosophy* (Pelican; A333; 65 cents; A) is an uncluttered but traditional survey of the teachings of Confucius and of the historical development of his thought. Arthur Waley, *Three Ways of Thought in Ancient China* (Anchor; A75; 85 cents; A) is a fascinating study indispensable for an understanding of Chinese culture. Arthur Waley, *The Way and Its Power* (Evergreen; E84; \$1.75; A) should also be read for background by teachers of units on China.

The Mongol empire is dealt with in two popular works. Harold Lamb, *Genghis Khan; Emperor of All Men* (Bantam; FB412; 50 cents; C) is an old study reprinted many times. Though it is not always historically accurate, it captures excitingly the spirit of the Mongols and their times. Useful in parts is Henry H. Hart, *Venetian Adventurer: Marco Polo* (Bantam; FB403; 50 cents; B), which is less painful reading than R. E. Latham (translator), *The Travels of Marco Polo* (Penquin; L57; 85 cents; B). For Christian missionary activity in sixteenth-century China, Vincent Cronin, *The Wise Man From the West* (Image; D44; 85 cents; B), a biography of Matteo Ricci, is highly recommended.

It is unfortunate that the treasure house of Chinese literature is not more amply represented in paperback editions. A basic but not always accurate work is the survey of Herbert A. Giles,

A History of Chinese Literature (Evergreen; E118; \$2.45; B), which is useful for both general reading and reference. Among the great Chinese novels are two which may be read with pleasure by teachers and bright students in both social studies and literature classes. Tsao Hsueh-chin, *Dream of the Red Chamber* (Anchor; A159; \$1.25; B) is an abridged translation of a literary masterpiece. Wu Ch'eng-en, *Monkey* (Evergreen; E112; \$1.75; B) is a subtle but entrancing satire which will appeal to students who appreciate *Gulliver's Travels*. And, if used selectively, *Famous Chinese Short Stories*, retold by Lin Yutang (Pocket; PL8; 35 cents; C), may be introduced in many types of classes.

Chinese history during the past century is ably treated in two paperback works. Kenneth S. Latourette, *A History of Modern China* (Pelican; A302; 65 cents; B) presents a clear picture of the collapse of imperial China and the unfolding of revolution in the twentieth century. David N. Rowe, *Modern China; a Brief History* (Anchor; 42; \$1.25; B) combines a brief treatment of the principal themes in Chinese history since mid-nineteenth century with readings in documentary materials. Additional aspects in modern Chinese life are revealed in Pearl Buck, *The Good Earth* (Pocket; C111; 35 cents; C).

Paperback editions as well as sound studies in general are conspicuously scarce in the field of Southeast Asia. A good, brief introduction to the area, containing also selected readings in documentary sources, is Claude A. Buss, *Southeast Asia and the World Today* (Anchor; 32; \$1.25; B). Extremely well worth study is a reprint of the classic work by William L. Schurz, *The Manila Galleon* (Everyman; D35; \$1.75; B), valuable for courses on the history of Europe, Latin America, and the Far East, especially the Philippines. Courses in the social studies and the sciences, particularly biology, may well use for enrichment reading selections from Victor G. Heiser, *An American Doctor's Odyssey* (Universal Library; 30; \$1.25; C), the absorbing account of the experiences of a public health official in the Philippines and other countries of Asia. For Portuguese activities in India and Burma in the early seventeenth century the richly vivid sketches of Maurice Collis, *The Land of the Great Image* (New Directions; 76; \$1.45; B) are unrivaled.

Though a large number of paperbacks, both reprints and originals, have appeared on Indian history and civilization, a considerable portion is either esoteric or trivial. One survey of the history

(Concluded on page 81)

Charting Curriculum Change

Charles H. Adair

"THE PROBLEMS of Congress—How they do carry on!" noted Mrs. O'Shaughnessy to Bill O'Shaughnessy as he graded the last of yesterday's impulsively administered pop-quizzes. She rattled on, "Why don't they take greater care in spending our money everywhere but here? . . . I wonder how much we pay the teachers in India?" Bill, drinking cold coffee, reflected that her comment made as much sense as those of his students. The current study of U. S. aid to underdeveloped areas in his history class made obvious the difficulty in separating emotions from social analysis. At the breakfast table he wouldn't try. No more pop-quizzes.

Driving the daily route to school, Bill thought of the breakfast commentary and saw an interesting parallel. Last fall he had returned from the state university after completing a course in which U. S. foreign aid programs had been under analysis. He had thought of the general subject of foreign aid as something about which high school students could get excited. It lent itself to the use of the concepts and skills which were the objective of the social studies courses. Also he noted that, in spite of its importance, the subject of foreign aid was missing in the social studies program. After enthusiastically talking it over with other teachers and suggesting in department meetings that one of the advanced courses should be modified to include it, he found no response. Not even a negative response—just apathy. "I'll just have to face the facts and go ahead on my own. Some people just don't care if something important is missing!" Perhaps they didn't want to incur the work that would be involved in changing the content. Whatever the case, nothing happened.

Mr. Adair, a former high school teacher, teaches in the schools of Education and Arts and Science at Florida State University in Tallahassee. "The idea for this article," he wrote in his covering letter, "grew out of discussions with students in the graduate inter-divisional course, 'Problems of the Twentieth Century,' which I taught with three instructors from other university divisions last summer."

Interestingly enough, the kids in his classes had gotten really excited about the whole problem of foreign aid and just about exhausted the resources available. Next year he would be better prepared, but the librarian had told him that, due to her small budget, he would have to purchase materials that reflected the content most commonly taught in the school. Further effort to convince colleagues to join him in teaching about foreign aid would have been more work than it seemed to be worth, so he was stymied again. His problem was as difficult to solve as the foreign aid program itself.

After getting to school, checking his mailbox, and walking through the nearly filled halls, he stepped into his classroom. Staring at him from the bulletin board was his problem, a chart having the necessary determinants for implementing a foreign aid program which had been prepared by his class. Most of the elements of his curriculum problem were incorporated in the chart. The bell rang, and he was unable to think more of determinants of change until after school.

Applying the same techniques which had been required of his budding social scientists, he charted the determinants necessary to the change of the curriculum. In the preparation of the second chart, he reasoned that foreign aid seeks to change conditions in a given area to increase its productivity and level of *living*; in the case of the curriculum change he wanted to increase productivity and the level of *learning*. Once planned, his idea could be implemented.

The next morning he showed the two charts to the principal who was fascinated by the similarity of the problems of change in curriculum and in foreign aid programs. Relating the two charts, Bill identified the following considerations as being applicable to both concerns.

1. Those who wish to assume leadership in changing conditions must convince, in some way, those who are involved that they will benefit from the change.
2. The consultants or technicians, or whatever one wishes to call them, must contribute tangible, measurable aid—not just make an appearance.
3. Those who will actually have to modify what they are doing must have a "stake" in the total effort; that is, they must lose something if the effort fails. They must really understand and appreciate the nature of the problem.

4. The institutional factors must complement the change. A whole government or school administration must support it and facilitate matters in every way possible.
5. Materials, time, money, and special opportunities to learn must be appropriated on a long-term basis, for human beings can be easily discouraged.
6. Conditions must be appraised to insure that the change does not significantly conflict with other aspects of the (society) school program. A reasonable balance is necessary.
7. A means for evaluating progress or improvement must be devised and consultant aid should not be removed until the improvement is significant in the opinion of the participants.

The principal thought that Bill was consultant enough in this case. He had demonstrated special insight into the problem and could plan logically. Bill didn't hesitate to remind the principal that the administration also had obligations. At the next social studies department meeting the whole idea was presented: the vital nature of the subject; the advantages in using content from all of the social sciences; and the relationship between the need for social change in underdeveloped areas and the need for change in the curriculum; all were topics of real interest to most of his colleagues. Of course, some members of the department responded passively. Their minds were on personal matters—the beauty parlor appointment, or the outside job. This didn't disturb Bill,

for he had recently explained to his students that parallel problems beset the U. S. officials and local government leaders when trying to improve conditions elsewhere.

Applying the experience of others who had attempted to make changes, the department decided to approach the whole matter systematically. First, Bill taught his colleagues seminar fashion just about everything he had learned the previous summer. Second, the teachers studied various textbooks and found that a new state adoption had more pertinent information than was first noticed. Also, the librarian started a reference file, and Bill presented materials that he had collected. Third, the twelfth-grade problems-of-democracy teachers agreed to modify, in rough form, the mimeographed course of study. Later they presented it to the group, and the incorporation of the new content was approved after suggested modification had been made. The displaced content was not a serious problem, as the ninth-grade civics teachers were teaching it also, and nobody could justify the repetition.

Bill O'Shaughnessy doesn't really know whether everything is as good as it seems. But it is fun to find someone discussing social science. The faculty room seems to be a bit more interesting now that the subject matter has become so important.

Fieldtrip—In a Classroom

By Arthur A. Delaney
New Hyde Park (N.Y.) Memorial High School

EVERYONE reading these words has completed the sixth grade. Was there anything outstanding about your sixth-grade experience? The one event I can recall in my sixth-grade term was a fieldtrip to the Metropolitan Museum of Art. Ever since that memorable day the culture, geography, and history of ancient Egypt have held a fascination for me. I have often returned to the Egyptian wing of this noted museum, but never with the same thrill of discovery. A school fieldtrip provided for me the stimulus to a life-long interest.

Unfortunately, this writer has noted a devaluation of the fieldtrip principle among many administrators. Arguments adverse to the fieldtrip range from the entanglements of permission slips, transportation, and economy to the current prop-

osition that spending a day in a real-life learning experience interrupts a student's instruction in "other subjects." This argument is based on the erroneous assumption that students engaged in a social studies fieldtrip learn only social studies, per se, and that music, art, math, science, etc. are shelved back at the school.

The purpose of this article is to suggest to the reader the possibility of vicariously recreating the fieldtrip in the classroom. The "classroom fieldtrip" will offer a partial solution for the type of administrator I have just criticized and will further enrich educational systems already embodying a fieldtrip philosophy.

Today's emphasis on visual aids provides a convenient vehicle for the introduction of the filmed fieldtrip, for the camera is an ubiquitous eye that

will see pertinent scenes and record them in all their splendor on permanent, modern, photographic films. The key, however, is in the introduction of visual aids other than those prepared commercially which are often hackneyed to today's students—accustomed as they are to a variety of visual materials. Too often, unless properly motivated, the commercial aid falls short of its intended purpose. It must also be remembered that educational film producers provide a product that will meet the needs of the "typical" classroom.

But precisely what is a typical classroom? The teacher must ask himself: "Am I trying to entertain or educate? Just what thoughts do I want my students to take away with them?" If the teacher constructs his own visual materials, he has the power to supplement the commercial product with a message that will fit the learning concepts desired in his particular teaching situation—a message that will reflect the teacher's own notions of content emphasis.

The teacher's creation of visual social studies materials will generally fall into one of two categories. The first is the photographing or copying of other pictures, drawings, or maps, resulting in either a still reproduction or in a slide suitable for projection. The second category encompasses actual or field photography. There have been several excellent applications in both of these areas.¹ Dr. Manson Van B. Jennings, Professor of history at Columbia University's Teachers College, by his own spirited presentations of this type of material in various teaching methods courses, has introduced hundreds of today's social studies teachers, including the author, to the principle of copying historical pictures. Sundry techniques may be employed to produce the copy slide. The photographic principles are quite simple, and the initial cost quite low.

Mack Ryan, in his excellent article, "Make Your Own Visual Aids,"² explains in practical terms the technical problems encountered, materials needed, and procedures employed by the amateur for successful copying and slide production. Any teacher desirous of instruction in this area is referred to Mr. Ryan's competent discussion.

¹ See Alan K. Thomas and F. H. Raup. "Photography for the Geography Teacher." *Journal of Geography* 55: 243-247; May 1956; also Frank and Marilyn Kelland. "Techniques for Taking Colored Geographic Slides." *Journal of Geography* 56: 109-116; March 1957.

² *Social Education* 21: 219-220; May 1957.

The second category, actual or field photography, sounds self-explanatory to anyone who has taken pictures in the course of a summer's vacation. However, for the social studies photographer, several clarifications are in order. First, photographic efforts are not directed toward obtaining a product that is merely mediocre. The pictures should be as well-composed and aesthetically pleasing as possible. Second, scenes must be viewed with the possibility of their application to a sound principle of effective and colorful social studies teaching. A geography teacher may desire to show color slides of Afghanistan as part of an Asian unit. Since comparatively few Americans have ever been to this remote nation, the teacher will probably have to resort to the copy procedure previously mentioned or to a commercial source of materials. It must not escape notice, though, that teachers are one of the most journeying of all professional groups. There is every valid reason to make the summer vacation or the Sabbatical *Wanderjahr* an opportunity for accumulating some valuable visual learning for the classroom. Since the scenes are originally viewed and then photographed by the teacher photographer, student motivation is usually stimulated spontaneously.

The teacher-photographer must remember that unless his photographic efforts are well planned, they may go unappreciated by his students, for who can be more critical or praising than today's teenagers? Everyone is familiar with neighbors who become mysteriously elusive when the Joneses return with films taken on the family's two-week safari to Lake Placid. Perhaps you are the elusive neighbor—or perhaps you are the hypothetical Jones. The teacher, unlike the Jones of fabled humor, must learn the fundamental principles of *good* photography. If he is unfamiliar with the methods of photography, he may gain minimal competence from some form of self or formal instruction. Formal instruction may come from an adult education course or from an able friend. This instruction should be adequate, but inexpensive, and relatively free from extended time-consumption. The end of self instruction can best be served by reading in the subject and by trial and error experimentation. The trial and error method, though never completely avoidable in photography, often leads to frustration, discouragement, and wasteful expense. Therefore, I recommend the reading of competent manuals on the subject, accompanied closely by the suggestions of a professional pho-

tographer or an amateur who has had some measure of success with his work.³

In the years since World War II, photography has gained a mass popularity of unprecedented scope. The expanded application of teacher-created graphics for instructional purposes is already a clearly indicated pattern. It is a hope-

³ Thomas H. Miller and Wyatt Brummitt. *This Is Photography*. Garden City, New York: Garden City Publishing Company, 1952. 260 p. \$2.50; also Eastman Kodak Company. *How to Make Good Pictures*. Rochester, New York: Eastman Kodak Company, 1957. Revised edition. 240 p. \$1.75.

ful sign that greater awareness is being given to the application of photography to teaching procedures in modern educational methods courses as well as in many local in-service workshop sessions. Just as the scalpel is now the recognized instrument of the surgeon, there will come a time when the camera will be an essential tool of the social studies teacher and when a working knowledge of photography will be one of the many disciplines that need to be mastered for the truly effective social studies teaching that we all desire.

THE CONVENTION

(Continued from page 53)

ened, and, in a rough rendition of the biblical passage, the mountains and hills were brought low, the crooked ways made straight and the rough ways made smooth. (It is curious how many of the railroad officials had "a daughter in college" and with this in mind were willing "to do anything for education.")¹ There is, we must confess, considerably more to the story than we have time to tell, but the upshot of it all was that the three travelers, now firm friends, climbed aboard the caboose of the Santa Fe's Mail Express where they received, in the words of one of the men, "Presidential treatment," and arrived in Kansas City well ahead of time and with quickened pulses.

"If you want to know anything about No. 7 or No. 9," one of the men said to us while we were reviewing the trip, "if you want to know how railroad men work, what they talk about, or if you want to know about any of the points of interest along the route from Chicago to Kansas City, just get in touch with us." We haven't as yet found any need to raise further questions, but we do cite this story as an example that anything can happen on the way to or from a convention, and we hold it out as a choice bit of bait for those who up till now have written off conventions on the ground they are stodgy affairs.

A convention has its place, and an important place it is at that, but we will do well to remember that in matters of the mind and the spirit each man stands alone, and the convictions with which he faces up to the challenges of life are born and nourished in the lonely recesses of his own heart. It is no coincidence that three of the

great living religions of the world came out of the empty wastes of the Arabian desert. Nor is it surprising that many, if not all, of man's greatest discoveries have come as brilliant revelations. Roentgen was working alone in his laboratory in Germany when he discovered the x-ray. Einstein's world-shaking equation, $E = Mc^2$, came to him in a piercing moment of insight. In that single fleeting moment he glimpsed a distant peak of truth, a peak no man had ever seen before, and the landscape was never the same again—never the same for Einstein, never the same for any of us wherever and however we may live out our lives.

We need, all of us, time to pause and reflect, to measure our accomplishments against our aspirations, to consider our responsibilities, and to do the creative thinking which has carried mankind from savagery into the light of civilization and which, God willing, may yet carry him to heights undreamed of in the years that stretch before him.

But we need, too, the companionship of our fellows, and teachers need it more than most, for those of us who teach share a great and noble cause and we cannot stand alone. "No man," to quote John Donne's penetrating observation, "is an Iland, intire of it selfe; every man is a peece of the continent, a part of the maine; if a Clod be washed away by the Sea, Europe is the lesse, as well as if a Promontorie were, as well as if a Mannor of thy friends or of thine owne were; any mans death diminishes me, because I am involved in Mankinde; And therefore never send to know for whom the bell tolls; It tolls for thee."

The Prairie Paragon

Robert Huhn Jones

THE YEAR 1959 marked the sesquicentennial birth-year of Abraham Lincoln. During that year, thousands of tributes were added to the many already paid to this plain-spoken American giant, so that it would seem the subject ought to be pretty nigh exhausted. Of these salutes, or perhaps because of them, the greatest award Lincoln has ever been given is one of the highest mankind can bestow—that of a folk-hero.

Lincoln the deliverer, the martyr, who had come from obscurity to save his people and to die for them. Throughout history mankind has deified a select few, and Lincoln fit the pattern. As the dying gods of other times, he came up from the people, was mocked and unrecognized for what he was until he had perished. Following his assassination, the folk-mind was captured by the stories of how Lincoln had suffered, prayed, dreamed, loved mankind, and vanquished his enemies. Thereafter, no one cared to hear that their hero at times had doubted, even despaired, or cunningly schemed to accomplish his ends. To have saved the Union, to have brought order from the bloody holocaust of war, his faithful felt he must indeed have been superhuman. So the myth of Lincoln grew, the Christ-like President who shouldered the blunders of his people, who redeemed them, who was crucified at the peak of success!

For many lads growing up in the North, Lincoln became a guardian angel during their youth. The rail-splitter who studied by flickering firelight, who walked miles to borrow books or return a few cents, the self-made man, the patron saint of honesty and homely wit, might seem even to overshadow George Washington as the father of the country. Lincoln, after all, was the savior!

Dr. Jones is an instructor of history at Kent State University in Ohio. This article is a slightly modified version of an address he delivered at the Lincoln Sesquicentennial Convocation last March which was held at the University.

In the light of all this, we might do well to ask ourselves, how well *do* we know Lincoln? One of Lincoln's first biographers found that no two of those who claimed to know Lincoln well agreed on their opinion of him. Lincoln to them was both an ambitious man and a man without ambition; he was one of the saddest men that ever lived, but to another he was one of the jolliest; he was one of the most cunning men, yet he was without a particle of cunning; he was a willful man, or a man almost without a will; he was a tryant, but he was softhearted and brotherly; he was a boor, but he was a gentleman to others; some said he was a leader, while others believed he was always led; or he was cool and impassive, yet susceptible to the strongest of passions; and he was at once a black Republican abolitionist and the saintly savior of the Union.

If his contemporaries thought so differently of him, can our generation know him any better? Do we even know what he looked like? Though his face is before us daily in so many different ways, we do not really know it, for Lincoln disliked being photographed and posed stiffly before a camera. To one who knew him well, his photos were like a dull mask that hid his animated, mobile, face. One of Lincoln's secretaries remarked, "There are many pictures of Lincoln; there is no portrait of him." Nonetheless, our generation has tried to understand this baffling man. To the writers of our time he has been a statesman-idealist, who "sought to rescue the idealism of the Declaration of Independence from the desecration of the market place," who "with Jefferson, believed in the essential justice of the plain people." Another asserts that "the clue to much that is vital in Lincoln's . . . character lies in the fact that he was thoroughly and completely the politician, by preference and by training." Still another recent writer asserts that "by the power of his mind . . . [Lincoln] was a better natural strategist than were most of the trained soldiers. He saw the big picture of the war." And there are numerous other word pictures of the man, all carefully documented so that each is unassailable in fact. It almost seems that you can take your choice and change your

own view of Lincoln according to the latest academic style.

Now then, are our own estimates accurate or merely fashionable? Today's scholar has tremendous advantages. He has had time to evaluate many different opinions of Lincoln; he has had time to sift facts from myth and memory; in other words, he has the advantage of perspective. With great accuracy he can piece together an action picture of Lincoln from the time of his birth to the fatal night at Ford's Theater. With nearly as much accuracy he can put together a thought pattern from the carefully collected letters, speeches, reports, and accounts. Yet this does not change another fact: that to one Lincoln was a statesman, an idealist to another, a master politician to a third, a strategist to a fourth, and so on. The fact is that recent writers reveal a complex man. Even in his own time, one of the recent biographers asserts, Lincoln seldom revealed more than one side of himself to any one of his contemporaries. He notes that Lincoln, "meeting all sorts of people, . . . shaped his response to their approach. He was lowly to the meek, dignified to the pompous, flippant or stern with the presumptuous, and courteous to everyone . . . [who] came to see him in good faith."

This diversity suggests that even dispassionate historians are not able to evaluate Lincoln. It appears that Lincoln was a man worthy of his myths, perhaps. But nevertheless, certain themes emerge that are well-enough defined to let us draw certain conclusions. No one can deny, for example, that politics was Lincoln's life. To Lincoln, people and politics were inseparable, for what was politics but service in the people's cause? Any man who holds such an opinion of a much-maligned profession, and who spends an honest lifetime in the service of the people and their government, must be concerned for the welfare of both. Lincoln's love of the Union and love of the people is a matter of record, open for all to see.

Lincoln was well aware that as a politician he could not separate himself from the people, and he did not want to. Even when first in the White House he refused to limit visiting hours. From breakfast until late at night people came to talk with him. Later on, to conserve his time, visiting hours were limited, but until 1864 the White House itself overflowed with visitors. No personal problem failed to distract his attention, from Senators and matters of state, generals and matters of war, to anxious old ladies, nervous

wives, or young soldiers—he gave his attention to them all. A reporter remarked, "It was as though he tried to make himself the nation's burden-bearer; and when his door swung shut at last, he was often near exhaustion." Here, too, was a man dedicated to preserving the government of the people even by war, because he believed there was no better way to *serve* his people and preserve *their* precious freedoms! "The leading object," he said of war, "[is to maintain a government that will] elevate the condition of men . . . to afford all a fair chance in the race for life." The theme of preservation of democracy became a religion with him, and at Gettysburg he wanted his audience to share his feelings. His address there was at once an intensely moving elegy and an extremely effective patriotic appeal. "It is rather for us to be here dedicated to the great task remaining before us . . . that this nation, under God, shall have a new birth of freedom." And Carl Schurz remarked, "No American president has ever spoken words like these to the American people!"

Here was not an avid abolitionist, for all Lincoln wanted to do was to contain slavery. He is usually considered a great emancipator, but to him his proclamation was only a practical war measure. Yet emancipation *was* inspirational, and the people considered that "a deed had been done for freedom." Even when he thought of peace, the Union's welfare was more important than punishing the rebellious section. He offered the South no threats, he contemplated no reprisals, no hangings, no military rule, but a genuine reconciliation. His famous Second Inaugural pointed the way: bind up the nation's wounds and strive for "a just and lasting peace" with "malice toward none and charity for all." Perhaps the best measure of Lincoln's eminence in the eyes of all is that power only chastened him. "It was almost apologetically that he remarked . . . after his re-election that 'So long as I have been here, I have not willingly planted a thorn in any man's bosom'."

The historian might deplore the mythology, might unwittingly underscore it by producing hundreds of volumes of varying interpretation, but he cannot overlook the significance of fact. And it is not in the least ironical that this man of the people should become the people's folk-hero, and that he should remain in their hearts as a guardian of liberty and a model of humanism.

A Thematic Approach to World History

George G. Bruntz

TEACHERS of world history in the secondary schools have long been aware of the inadequacy of the traditional approach to the teaching of world history. Generally, what purports to be a broad study of the history of the world turns out to be merely a survey of Western civilization. Because of the vastness of the subject, the teachers feel that they are unable to do justice to the whole, so they teach only European history—with possibly a token reference to other areas of the world. They use the chronological approach through the Renaissance and Reformation period, then study a few of the countries in greater detail. If they are lucky, they will get to World War I or through the Treaty of Versailles.

No teacher is satisfied with this approach to world history. Time will not permit them to study the subject as they would like to have it studied. They therefore compromise and "leave out" areas, or just stop when the year is up. If they have reached World War I they are happy; but more often than not they have hardly taken all the countries through the nineteenth century.

How can world history be approached so that the essentials of the subject can be taught and yet the sweep of world history not be neglected? Just how can important items be included and unimportant ones left out without destroying the continuity of the subject?

A group of graduate students in Social Science Education at San Jose State College worked on this problem during the 1959 summer session. After analyzing various approaches they came up

with the "Thematic Approach." The idea behind this approach to world history¹ is that there are certain *themes* that are common to all areas of the world. If these themes can be studied and understood, it is assumed that the student will have a better comprehension of world history than through the traditional approach.

The students working on this project finally accepted nine themes that they considered important enough to develop. They do not feel that this list is definitive. Others might select a different set of "themes." But they felt these nine themes were sufficiently significant to be used as the basis for a study of world history.

The following nine themes were developed into units of work, with aims and objectives, suggested activities, etc. A course of study was worked out on the basis of these nine themes.¹ Only a brief description of each theme can be given here.

1. *The rise and decline of civilizations.* Under this theme the teacher develops the steps in the growth of various civilizations, and the political, economic, social and cultural highlights of each. The causes of the decline of each is discussed and comparisons are made. The following civilizations are discussed: Egypt, those of the Fertile Crescent, Greece, Rome, India, and China. Others could have been included, for instance, Africa, but it was felt that the above represented the different types under which man has lived and would give the student a good understanding of the background of the present civilizations.

2. *World governments and the development of democracy.* This traces the types of government under which people have lived. It traces the steps in the development of the nation-states system and the great movements for democracy.

3. *The contributions of science, invention, and technology to civilizations.* The history of civilization can be said to be the story of man's accom-

¹ A limited number of these courses of study are available for teachers who would like to use this approach. The author will be glad to send copies upon request.

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plishments in science, invention, and technology. Our great technological developments would not be possible without the many contributions of science through the ages. Magic and astrology are forerunners of science. Measurement of time, weights and measures, and mathematics are all important to an understanding of our space age.

4. *How man has made a living—trade, industry, and commerce—through the ages.* What was the importance, at various periods, of farming, the trades, manufacturing? What forms of transportation and communication were used? How much, or how little did people enjoy in the way of food, clothing, or shelter? How did our present-day means of communication, transportation, and industry develop? What new problems have resulted from this?

5. *How have the fine arts and education affected civilizations?* Each age has made some contributions to the fine arts. Architecture, sculpturing, painting, music, literature, and education have played an important part in the history of every civilization. The fine arts have made the various cultures distinct. A study of these contributions can lead to better international understanding and a greater appreciation of the various areas of the world.

6. *Revolutionary movements.* Political and economic revolutions have had a great influence on the development of modern civilization. What were the causes of these revolutions? What was their result? What effect have these had on governments? How do the revolutionary movements of today compare with those of the past?

7. *Living religions of the world.* Religion has influenced the lives of people in more ways than any other single thing. We cannot adequately understand the habits, customs, even the economic systems, of the people of the Near East, Far East, or Africa, if we do not understand their religion.

An understanding of the beliefs underlying Hinduism, Confucianism, Buddhism, Taoism, Judaism, and Christianity is essential to a better understanding of the peoples in the various parts of the world today.

8. *War and the struggle for peace.* Throughout the history of mankind wars have been the accepted means for settling differences. At the same time man has sought to find ways of ending wars. The causes of wars, the increasingly deadly and total nature of war, have led to new efforts for peace. Economic cooperation, humanitarian undertakings, and cultural cooperation have developed in recent years. A study of these will help the student to understand the problems of the world today. It is not necessary to study every war in history in detail. After all, we have had as many years of peace as we have had of wars in the history of the world. Efforts in this area should be studied too.

9. *The influence of geography on history.* One of the neglected areas of the social sciences is geography. Yet, the history of nations and civilizations have been influenced by the manner in which nations have adapted themselves to their geographic situations. Geographic factors such as soil, mountains, rivers, and harbors explain much of the history of nations. Wars have resulted because of geography. Peace has often been made, and boundaries changed because of geography.

This approach is not presented as the answer to all the problems of the teaching of world history. It is one possible answer. The writer hopes that those teachers who have indicated their desire to try this out in their classes this year will write us their criticisms. In a few years, we might even persuade some textbook writers to attempt this approach. Certainly it can be no worse than what we are doing now, and might just possibly be an improvement!

"The root of the waste of American talent lies paradoxically in a fantastic betterment of American society—in the expansion of its education, in less than two handfuls of decades, from a privilege for the very few to a facility for the very many. . . .

"As our school system expanded, our educators pitched their teaching to the mythical average student. Actually this tendency, founded on our pervasive belief in equality, has a long tradition here. 'A middle standard is fixed in America for human knowledge,' De Tocqueville wrote early in the nineteenth century. 'All approach as near as they can, some as they rise, others as they descend.' The aim of our more recent mass education was to lift the whole mass, and lifting the mass seemed to require paying regard to the center of gravity, in order that balance might be maintained as the mass rose. The application of this method in mechanics leads to equilibrium; in education it has led to mediocrity."—From JOHN HERSEY, *Intelligence, Choice, and Consent*, a publication of The Woodrow Wilson Foundation, 1959.

Reviewing The Convention



OVER 50 MEETINGS GAVE VARIETY

MORE than 1300 social studies teachers, plus teachers of such teachers, and school administrators attended the 39th annual meeting of the National Council for the Social Studies during the Thanksgiving holidays at Kansas City, Missouri. Some toured the city, some visited schools in the area, inspected the Truman Library. More than 900 packed the ballroom and nearby areas for the banquet where they saw and heard Ex-President Harry S. Truman discuss the six main jobs a President does. An overflow crowd on the hotel's first floor watched and listened via television.

At a total of over 50 meetings, large and small, plus 15 key committee gatherings, participants gained new insights into problems of the study and teaching of history, geography, economics, civics and government, and other areas of the social studies and social sciences.

Emphasis went to more realistic teaching. Among broad recommendations offered were:

- Pruning of the social studies curriculum to remove insignificant details of history to gain room and time for consideration of more current topics
- Removal from textbooks of "sacred cows" and providing textbooks with the findings of up-to-date scholarship
- Using a direct approach in the study of controversial issues that would replace rationalization with realism
- Widening the scope of the social studies program in the

John H. Haefner speaking; center, I. James Quillen; right, Howard H. Cummings, President 1959; below; registration, a general session

elementary schools to include more than study of family and home and community

- Up-grading the preparation of teachers of the social studies in subject-matter and teaching techniques
- Meeting the challenges of government-subsidized programs in the sciences, mathematics, and foreign languages which compete in the curriculum with unsubsidized social studies and social science programs

New Officers and Directors

NCSS visitors examined teaching and learning materials on display at 46 centrally located exhibits. Members elected officers and directors for the coming year, choosing as their President, Miss Eunice Johns, Chairman, Department of Social Studies, of the Wilmington (Delaware) Public Schools. Mr. Emlyn Jones, Director of Social Studies, Public Schools, Seattle, Washington, moved up to President-Elect; and Samuel P. McCutchen, Chairman, Department of Social Studies, New York University, New York, was elected Vice-President. Four new directors were elected: Miss Beth Arveson, University High School, Madison, Wisconsin; Henry C. Borger, Clark University, Worcester, Massachusetts; Harris L. Dante, Kent State University, Kent, Ohio; and Miss Martha Stucki, High School, Pekin, Illinois.





Ex-President Truman flanked left by Merrill F. Hartshorn, President Eunice Johns, Past-President Howard H. Cummings; right, Mrs. Cummings, Mrs. Hartshorn, Elmer Ellis

EX-PRESIDENT TRUMAN SPOKE

Former President Harry S. Truman drew hearty laughs, many a chuckle, and great applause from the biggest crowd ever to attend an NCSS annual banquet. At a press conference just before the banquet he touched on his plans for a book that probably will be titled *Mr. Citizen*, and for another book aimed at younger readers which will describe the history of our government with emphasis upon the Presidency.

Asked what he thought about lowering the voting age below 21 he said, "They're not dry behind the ears at that age and I'm not sure they should vote until they're 24 years old, when they've had some experience." He strongly endorsed, however, participation by young people in local political party activities as providing them with direct practical political experience.

A President's Six Main Jobs

In his talk to the social studies teachers, Mr. Truman touched upon many of the Presidents. George Washington, he said, was one of the most abused. The former President described the six main jobs of the President: chief executive, commander-in-chief of the armed forces, leader in the shaping of legislation as the representative of all the people, leadership of his political party, establishment and direction of foreign policy, and social leader of the nation.

Said he in conclusion to the teachers:

I think it is up to you to convince the youths of today that this is the greatest government in the world and that it is up to them to continue this Republic as the writers of this great Constitution of ours would have wanted them to do. . . . You are the ones who have the ability to do it. You are the ones who can make it so interesting that they will want to preserve it and maintain it.

Over-flow crowd moving in to banquet hall to hear Ex-President Truman



Chairman of local arrangements F. W. Mann in the background; foreground from left, Jack Allen, Edgar B. Wesley, Mrs. Wesley, William H. Cartwright



CURRICULUM A MAJOR CONCERN

Several sessions concentrated on curriculum problems and programs. Past-President Howard H. Cummings posed four basic questions that must be answered if curriculum organization is to proceed. He asked:

- What factors make change in the social studies curriculum difficult?
- What new techniques, developments, and facilities are available that may revolutionize social studies teaching and learning?
- Where does responsibility reside for shaping the social studies program?
- How can you modify the pressures of special interest groups, get better consultative services from professors of education and from subject-matter specialists, provide centers for discussion and experimentation that may lead to defensible, widely applicable social studies programs?

Secondary Curriculum Debated

Mr. Cummings held that in Grades 9 and 10 the emphasis should focus on how to live in a world society, and for Grades 11 and 12 on how to live in our own American society. He disagreed with those who advocate ability grouping in the social studies.

Mr. John Haefner, a former Council President, agreed with Mr. Cummings that current curriculum practice provides too little attention to social studies other than history, and proposed a six-year program based upon clear-cut subject matter areas and offering electives in the social studies as well as required courses. His program includes geography, American History, Government (American and Comparative), Economics, The Modern World and its Geography (study of



Ole Sand, Richard E. Gross, Adelene Howland, and Ruth Ellsworth talk over curriculum

such areas as U.S.S.R., Far East, Middle East, Africa, Western Europe), Electives proposed by him are Sociology, Ancient, Medieval, and Modern History, and a reading program in American Civilization.

Suggestions for broadening and deepening the secondary school social studies program by means of electives met with wide interest, though there was debate as to what offerings and what sequences may best provide the synthesis of content and concept necessary to develop desirable behavior patterns. There was universal agreement that the classroom teacher has a vital role in shaping curriculum.

ELEMENTARY CURRICULUM RECOMMENDATIONS

Elementary school children need more content drawn from sociology, anthropology, political science, economics, and social psychology, said Harold E. Drummond of George Peabody College for Teachers, and their teachers need more such content in their preparation. In urging that teachers do better what they are now doing, he stated that social problems and their possible solutions must be faced honestly in the classroom, even though they be controversial.

The stereotyped "wooden shoe-windmill-tulip" presentation must go; nor should elementary schools cling to the home-school-community focus in their social studies programs. In Grade 2, for example, study of Spanish-speaking peoples around the world could be correlated with the learning of Spanish by aural-oral means, supplemented by appropriate Spanish literature, music, games. Emphasis would be given to the contributions of Spanish-speaking people to American culture and to their place in the American scene today.

Basic need is to shape a curriculum based upon selected broad concepts and values. Plan learning experiences appropriate to the pupil's age on these concepts and values, conferees agreed.

Subject-Matter Organization Overdone

Ruth Ellsworth of Wayne State University's College of Education declared there is too much acceptance by teachers of traditional subject-matter patterns. These, she said, offer a sequence for study but not necessarily continuity in learning. "Children must be helped by their social studies to learn systematically and to think critically . . . a large part of their curriculum must be of current developments, using the methodology of historical research to trace developments, seek underlying factors, and investigate causes. There are programs, she said, "but the trouble is, too few have tried them."



Dorothy McClure Fraser describes changes she would like in teacher-education programs



Kansas City parents and teachers look over a globe made by local fourth-grade pupils



President-Elect Emlyn D. Jones discusses curriculum for exceptional students with a colleague



Executive Secretary Merrill F. Hartshorn reports at the annual business meeting

In sum: Wide interest in the proposals made by Mr. Drummond and Miss Ellsworth, agreement on need for experimentation and search for better ways to evaluate social studies competencies, need for classroom teachers to strengthen their social studies content.

NEEDS IN TEACHER EDUCATION STRESSED

Past-President Dorothy Fraser and Mr. Shirley Engle, College of Education at Indiana University, agreed that there is need for greater attention to the several social sciences in the preparation of social studies teachers—elementary and secondary—who need not only to know content but also to understand methods of these fields. There is need to aid these teachers in synthesizing and unifying the content of these courses as they study them in college. A comprehensive, unified five-year program of preparation is a "must," though the fifth year may be completed in summer sessions and evenings while the new teachers are on the job.

More Content Needed

Social studies teachers must be prepared broadly in each of the social studies disciplines as well as in depth in some one area. For high school teachers, Mr. Engle recommended two and preferably three courses in each discipline, plus a concentration of 20 or more hours in one field.

Need for periodic "re-education" of social studies teachers at the graduate level by "refresher" courses offering new viewpoints, new interpretations, and findings of recent scholarship was urged. Such courses, however, should be designed to meet the needs of teachers as contrasted with those intended for research scholars. And teachers and scholars need to get together more frequently. Teachers so steeped in content and experience will have the knowledge and perspective they need to shape curriculum.

Problems in Teacher-Education

Under the chairmanship of Mr. Stanley E. Dimond, University of Michigan, participants discussed significant problems in teacher education. Among the problems were the relationship of history to the other social sciences; the effect of certification requirements on the training of teachers; the implications of a five-year program of teacher preparation; and the desirability of raising standards in the selection of students for teacher training.



President Eunice Johns chats with other social studies teachers during a meeting break



Council committee members at the annual convention meet to plan their annual assignments

WHAT'S WITH SOCIAL EDUCATION?

Your professional journal, *SOCIAL EDUCATION*, is something of an oldster among such periodicals. First published in 1937, it is in its 24th year. Eight issues a year are prepared by Lewis Paul Todd, editor, and the contributing editors who are regular members of his staff.

How Space Is Used

During the 1958-59 academic year, 103 articles were published. Of these, some were requested by the editor and others were selected from more than 200 manuscripts submitted—quite a pile of reading for a part-time editor! These articles took up about one-third of the total space in the eight issues. Next largest block of space was devoted to such service features as "Sight and Sound in Social Studies," "Pamphlets and Government Publications," "Bibliographies of Social Studies Textbooks," "Book Reviews,"—and the comparative newcomer, "Paperback Gleanings."

About 13 percent of the total number of pages in the eight issues last year went to such topics as

"Notes and News," committee reports, convention notices, and committee listings. Advertising got a bit over 12 percent of the space. What was left—about 10 percent—was divided between editorials and elementary and junior high school social studies. On the make are two special issues: for Spring, one on Africa; in the Fall, an elections issue.

THANKSGIVING DAY COMMITTEES WORKED

Some 100 or more members of the NCSS gave their Thanksgiving Day to meetings of the 15 working committees of the Council. These committees carry on programs throughout the year and are concerned with such activities as research, publications, academic freedom, audio-visual materials, curriculum, elementary education, safety education, conservation.

These committees plan and develop programs and shape recommendations that Council directors and officers take in hand. Committee members, the workhorses of the NCSS, usually serve for three years.

Teachers find time for talk and examination of learning materials at the many exhibits

Vice-President Samuel P. McCutchen, Helen McCracken Carpenter and others at the banquet





Before ballots are cast at the annual business meeting all candidates for office and the board of directors are presented by the chairman of the nominating committee



Convention participants crowd the annual business meeting

Edwin H. Carr, chief teller, and other tellers count ballots just cast at the annual meeting



Lillian Witucki, Secretary of the House of Delegates, reports at the annual meeting

DELEGATES HAD THEIR SESSIONS

The House of Delegates, established three years ago to link more closely the 8,000 members of the National Council for the Social Studies, assembled on Wednesday, November 25, with 90 present. They approved and adopted a manual outlining House rules and responsibilities, provided for carry-over from year to year of delegates' recommendations and proposals to the Board of Directors by naming as official delegate-at-large the elected House secretary at the close of his or her term of office. They decided to open House deliberations to observers, urged Council directors to provide for annual election of Council officers and directors by mailed-in balloting, and proposed that the National Council and local, and state councils be brought into closer relationships if state and local councils were to carry through on certain professional "tasks" assigned to them by the National Council.

Time to go: after three days packed with meetings and many an incidental discussion

THE CONVENTION SUMMED UP

Priming the pump of debate and discussion about courses, content, and teacher preparation at the three-day session was awareness of vast change afoot with more to come at increasing tempo. So participants probed into such current trends as these for implications for the study and teaching of social studies:

- Nature, scope, and rate of technological change
- A stupendous growth in world population
- Dwindling supplies of natural resources
- Increasing mobility of populations
- Rapidly changing patterns of occupations
- Rising rates and numbers of oldsters in our population
- Growing competition for world markets
- Ideological struggle between totalitarianism—social, economic, political—and democracy
- Emergent nationalism, especially in southern Asia, western Asia, Africa, Latin America

Viewpoints Sharpened and Deepened

At the meeting's close, participants left for home, their total perspectives broadened by new ideas and old ones refurbished. They had picked up some new techniques and a few gimmicks to spruce up their teaching. For instance, they picked up specifics about:

A workshop for teachers of science and social studies, classroom practices that give teachers time to teach, water resources, land use and urban development, selectivity in world history courses, teaching about the USSR, about Africa (by an African), the ninth grade program, content in the senior Problems course, improving communication skills, techniques and materials in the study of conservation, what to do for slow learners, programs for the academically talented, the Glens Fall, (N.Y.) world affairs teaching project, the AHA Service Center for Teachers of History—and many an item more.

What did the meeting add up to? What did it all mean? Merrill F. Hartshorn, The Council's Executive Secretary said this: "A grounding in the humanities and an awareness of social responsibilities make a man educated, whether he is a scientist or an artist." Fundamental reason for the meeting and social studies program is just that.



All photographs by Roger Reynolds, staff photographer, Kansas City Star

Notes and News

Merrill F. Hartshorn

NCSS Annual Business Meeting

The Annual Business Meeting of the National Council for the Social Studies was held November 27, 1959, during the Annual Meeting of the Council in Kansas City. President Cummings presided at the session. Following is a summary of the reports made and the action taken on agenda items.

Report of the Executive Secretary: The Executive Secretary expressed his thanks to the members of the Local Arrangements Committee for the Kansas City meeting who worked under the leadership of Francis W. Mann. The work of this Committee in facilitating arrangements and providing hospitality for members attending the Annual Meeting is a vital and substantial contribution to the NCSS for which we are most appreciative.

Likewise, the NCSS is very pleased to have the support of the exhibitors at its meeting as they constitute a valuable asset to the meeting in two important ways. First of all, the exhibits provide those attending the meeting with an opportunity to examine, firsthand, up-to-date teaching materials; and secondly, the income from exhibits helps to defray some of the expenses of the meeting.

The Council has had a satisfactory year in most respects and is in a financial condition that is about the same as one year ago. During the past fiscal year the NCSS received dues from 7,205 members as compared with 6,866 paid memberships for the previous year. The number of paid memberships received this past year represents a new high for the NCSS. In addition to the memberships received there were 1,080 additional subscribers to *Social Education*. Income from membership dues amounted to \$45,057.75 and from subscriptions, \$6,401.50; a total of \$51,459.25. Sales of publications (in addition to publications distributed as part of membership service) brought in \$35,996.69 during the last fiscal year.

However, even though our revenue from all sources was up this year over last, we are faced with two facts that are inescapable. First, we are reaching only about 15 percent of our potential so far as memberships are concerned and that is

not a very good showing. Second, the amount of income received last year falls far short of what is needed to meet the demands placed on the NCSS for service. Even by cutting demands to the bone, the NCSS Board of Directors at its meeting earlier in the week adopted a budget for the coming fiscal year that exceeds \$126,000. With last year's income from membership, subscriptions, and publication sales, totaling approximately \$87,500.00, a deficit of \$38,500 exists for this coming year which must be reduced through increases in both membership and publication sales.

Therefore, every member and all affiliated councils are called upon to help by conducting a vigorous campaign to increase membership during the year ahead. The potential is there; and a little effort on the part of many people can add greatly to the effectiveness of the work. Such a campaign must be carried forward if we are even to begin to approach meeting the request that members and affiliated councils are making of the NCSS. Hence, it becomes a responsibility of all members to help in a campaign that will enable the NCSS to expand its program so that it meets the vital needs of the profession today. This is an urgent call for social studies teachers to mobilize for action.

The facts then are that while we have held our own during the past year financially, we face a most difficult period ahead in meeting the need for strengthening our profession and meeting additional costs not only for expansion, but in combating the continuing problem of inflation on all fronts. For example, the cost of publishing *Social Education*, which goes to all members, will increase this coming year by over \$3,000. About half of this increase is due to advances in the cost of printing alone; the remainder will be spent to improve the format and offerings in our journal. By working together, the problems we face can be met. If the officers and leaders in affiliated councils will pick up this challenge and take steps to build membership during the coming year, it will be possible for us to meet our most urgent needs.

This also means that during the coming year further steps should be taken to strengthen the

working relationships among the affiliated councils of the NCSS and the relationships between these affiliates and the NCSS itself. This is an activity that all of us should work on continuously in the future. Ideas for help on this project are welcomed.

In concluding his report at the business meeting, the Executive Secretary reported on developments since the Annual Meeting in San Francisco in 1958 regarding the establishment of a national commission on the social studies curriculum. Briefly, the developments on this are as follows:

At the Annual Meeting in San Francisco, the *ad hoc* Commission on the Social Studies which had been chaired by Dr. Howard E. Wilson, presented its report to the Board of Directors and to all those attending the Annual Meeting. One of the recommendations in the Commission's report was that "cooperative effort among social scientists, educators, and teachers is needed for effective planning of the social studies curriculum." Then, the report went on to recommend the establishment of a "National Commission on the Social Studies" to undertake a study and pointed out that the National Council for the Social Studies which ties to the social sciences and to education should take the initiative in forming the Commission. The report stated that "the task of the Commission should be to re-examine and clarify the role of the social sciences in the school curriculum and to develop a structural framework appropriate to a dynamic society."

There was considerable discussion by the Board of Directors about this 23-page report of the Commission and agreement that the National Council should take leadership in establishing the Committee to study and make recommendations on the social studies curriculum. After this discussion, the Board of Directors voted "that the NCSS attempt to involve the scholarly social science organizations on the strongest basis possible, aiming toward joint sponsorship if that can be obtained, and to move ahead with all possible speed."

A second motion of the Board of Directors which carried, states: "Once the National Commission is organized, it becomes an autonomous body and need not report back to the Board of Directors for approval of its reports."

Following the meeting of the Board of Directors in San Francisco, a substantial number of the individuals who had served on the Commission and prepared the report for the San Francisco meeting met to review the action of the Board of Directors on their report and to plan next steps.

This group agreed that the best basis on which we could proceed in attempting to involve the scholarly social science organizations would be to have the Commission jointly sponsored by the NCSS and the American Council of Learned Societies, providing the cooperation of the latter group could be obtained. They then directed the Executive Secretary to contact the ACLS and to determine whether they would cooperate with the NCSS in the establishment of the National Commission on the Social Studies.

The NCSS Executive Secretary, toward the end of December, went to New York and had a conference with Dr. Frederick Burkhardt, President, American Council of Learned Societies, on this question. After this discussion, agreement was reached that the ACLS would cooperate with the NCSS and that the point had been reached where we should move forward to plan for the next step.

It was then agreed that before we moved into the actual establishment of the Commission and sought funds for its work, it would be highly desirable to have a joint meeting composed of representatives from the various social science disciplines to be appointed by the ACLS and the group that had worked on the preparation of the NCSS report; this to be a meeting of approximately twenty people and the ACLS would pay for the expense of its delegates attending this meeting. It was clearly understood that this group composed of representatives from the ACLS and NCSS, which would meet to discuss the proposal for the establishment of a National Commission and to consider questions relating to the nature of the work of the Commission, how it might be organized, how it would function, the nature and scope of the work it would undertake and the probabilities of its work being successful and accepted by the profession, would be an *ad hoc* group. It was not contemplated that the members of this group would be the members of any National Commission that might finally be appointed to undertake the study. All individuals who were to participate in this joint conference would be informed that they would simply be members of an exploratory group and that their obligations would terminate with the ending of the meeting.

Finally, the joint meeting of the representatives of the NCSS and ACLS was held in May 1959. This was a two-day meeting held at the NEA headquarters in Washington. This meeting was chaired by Dr. Howard E. Wilson, who had chaired our Commission the year previously. The

outcome of this meeting was general agreement that the two organizations should undertake the joint sponsorship of a National Commission for the Social Studies, and that Messrs. Burkhardt and Hartshorn should undertake the task of gleaning the minutes of the May meeting and preparing a prospectus to submit to a Foundation to secure the necessary funds to undertake the study.

During the summer, several drafts of a plan for the establishment of a National Commission were prepared, based on suggestions made at the May conferences and earlier reports on the subject. Finally, in late September a final draft of the proposal for the organization of the Commission and its work was submitted to a foundation with a request for financial assistance to carry forward the work of the Commission. As of the time when this goes to press no answer has been received to the proposal. Should the foundation come up with some modifications of the proposal, these will have to be considered by the two organizations to see if a proper solution can be reached and a program developed. If the decision is completely unfavorable, then the two organizations should make plans to move ahead through some other foundation and endeavor in every other way possible to develop as strong a program of action as can be pursued with whatever resources that can be located.

Report from the House of Delegates: This report, along with the one on the action of the Board of Directors on suggestions received from the House of Delegates, will appear in the next issue of *Social Education*. At the time this issue goes to press, the full report of the House of Delegates has not been received and it is not due in NCSS headquarters until the end of December.

Election of Officers for 1960: Julia Emery, chairman of the Nominations Committee presented the committee's report. (See October issue of *Social Education* for the complete listing of personnel of this Committee.) Nominations were called for from the floor and as there were no additional nominations, the slate proposed by the Nominations Committee was voted on by the members present at the business meeting. The President-Elect automatically moves up to the office of President. The officers elected for 1960 are as follows:

President: Eunice Johns, Director of Social Studies, Wilmington (Delaware) Public Schools

President-Elect: Emlyn D. Jones, Supervisor of Social Studies, Seattle (Washington) Public Schools

Vice-President: Samuel P. McCutchen, Chairman, Social Studies Department, School of Education, New York University

Board of Directors for a three-year term:

Beth Arveson, Wisconsin High School, Madison, Wisconsin

Henry C. Borger, Jr., Clark University, Worcester, Massachusetts

Martha Stucki, Pekin (Illinois) High School

Board of Directors for a one-year term:

Harris L. Dante, Kent State University, Kent, Ohio

Resolutions: Four resolutions were passed.

Resolved, That the National Council for the Social Studies urge the Congress of the United States to enact the Murray-Metcalf Bill into law as an effective method of supporting public education without interference in the curriculum.

WHEREAS, Several states have enacted legislation requiring, as a condition of public employment, the filing of an affidavit stating all organizations to which the prospective public employee currently belongs and/or contributes regularly, or to which he has recently belonged and/or contributed; and

WHEREAS, Under such legislation, public employment includes superintendents, principals, and teachers in public elementary or secondary schools and instructors, professors, or other teachers in public institutions of higher learning; and

WHEREAS, Legislation requiring as a condition of public employment the listing of organizations other than those only which advocate the overthrow of the Government by force and violence, violates rights protected by the First and Fourteenth Amendments to the Constitution of the United States; and

WHEREAS, Section 8 (c) of the National Education Association Platform provides for "Recognition of the right of all teachers to join organizations of their choosing except those which advocate changing the form of the government of the United States by unconstitutional means",

Be it Therefore Resolved, That this type of legislation is a direct violation of both academic free-

dom and of civil liberties under the Constitution of the United States and as such it is condemned by the National Council for the Social Studies, and

Be It Further Resolved, That other legislation of a similar nature is also condemned.

Be It Resolved, That the members of the National Council for the Social Studies note with deep regret the death of Mr. Ray O. Hughes of Pittsburgh during the past year.

Mr. Hughes was well known as past president of the National Council, scholar, author, dedicated citizen, and warm friend. As a teacher and supervisor he worked incessantly for the welfare of his students and for the advancement of the profession of teaching. By serving his community as an active participant in the political process, he exemplified the true meaning of the scholar-teacher-citizen.

Most of all, we knew Ray Hughes as a warm friend. His friendship and counsel will be sorely missed.

Be It Resolved, That the officers of the National Council for the Social Studies and the members attending this Annual Meeting express their gratitude and appreciation for the warm hospitality extended to them in Kansas City by the teachers and administrators from the schools in the Greater Kansas City area, and that the great amount of work performed by the Local Arrangements Committee which contributed greatly to the smooth functioning of the meeting and the comfort of all attending the meeting be officially recognized and acknowledged with many thanks, and that these words of appreciation be enscribed in the official minutes of this meeting.

Proposed Amendment to the NCSS Constitution:

Article IV of the NCSS Constitution which provides for Amendments states:

"This Constitution may be amended at the annual business meeting by a two-thirds majority of the members present, provided that notice of such proposed amendment shall have been given by the Board of Directors at a previous business meeting, and provided that the Board of Directors shall submit for consideration any proposal for which twenty-five members of the National Council for the Social Studies have petitioned. Notice of proposed amendments shall be given at least four months in advance of the meeting at which action is to be taken."

In accordance with the procedures for amending the Constitution, the following proposed Amendment was read at the business meeting:

Article V

"No part of the net earnings of the Council shall inure to the benefit of any member, officer or any private individual (except that reasonable compensation may be paid for services rendered in connection with one or more of its purposes), and no member, officer or any private individual shall be entitled to share in the distribution of any of the assets of the Council, on its dissolution or liquidation. In the event of such dissolution or liquidation, the assets of the Council, after payment of debts and obligations, shall be transferred to the National Education Association of the United States for its charitable and educational purposes, provided the said National Education Association is then exempt from federal income taxes as a charitable and/or educational organization. If the said National Education Association is not then so exempt the net assets, as aforesaid, shall be transferred to an organization with federal tax exemption for charitable and educational uses and purposes similar to those of this Council, which exempt organization shall be designated by the final Board of Directors of the Council; if the Board of directors is unable to select such an organization, the net assets shall be transferred to the United Givers Fund, or the then similar organization, for its charitable uses and purposes."

This amendment is being proposed to meet a technical requirement of the Federal Bureau of Internal Revenue that there should be a provision in the constitution of any organization that wishes to maintain a tax exempt status in connection with the receipt of gifts or grants, that provides for the distribution of assets remaining in event of the dissolution of the organization. No such provision exists in the present NCSS Constitution. The wording of this proposed amendment has been designed to meet the regulations of the Bureau of Internal Revenue so that the tax exempt status of the NCSS will not be jeopardized.

Boston, Massachusetts, was announced as the place for the Annual Meeting in 1960. The dates will be November 23-26. The House of Delegates will meet on November 23. Headquarters for the meeting will be the Statler-Hilton Hotel. Social studies teachers should put these dates on their calendars now. Future meetings will be in Chicago in 1961 and in Philadelphia in 1962.

PAPERBACKS ON ASIA

(Continued from page 60)

of India from ancient to modern times is the somewhat cold and unsympathetic work by T. Walter Wallbank, *A Short History of India and Pakistan* (Mentor; MD224; 50 cents; A). Another survey of Indian history and civilization worthwhile but interpretive and personal, is Jawaharlal Nehru's *The Discovery of India*, edited with a foreword and introduction by Robert Crane (Anchor; A200; \$1.45; C). A superior study, limited, however in its coverage to ancient and medieval times, is A. L. Basham, *The Wonder that Was India* (Evergreen; E145; \$3.95; B). This work should be in every library. D. Mackenzie Brown, *The White Umbrella; Indian Political Thought from Manu to Gandhi* (University of California Press; \$1.45; B) may also be recommended.

No deep understanding of Hindu religion and thought is possible without study of the ancient literature. The two following works will be found basic for this purpose: Christopher Isherwood and Swami Prabhavananda (translators), *The Song of God: Bhagavad-Gita* (Mentor; MD103; 50 cents; A); and Swami Prabhavananda and Frederick Manchester (translators), *The Upanishads; Breath of the Eternal* (Mentor; M194; 50 cents; A).

Among the many paperbacks on the life of the Buddha and on Buddhism, three will be found of value for high school purposes. A Ferdinand Herold, *The Life of the Buddha* (Tuttle; \$1.50; B) is a warm and sensitive biography based upon traditional facts and legends. A fictive biography, which delicately captures the spirit of the Buddha and his teachings, is Hermann Hesse, *Siddhartha* (New Directions; 65; \$1.00; B). The basic doctrines and the historical evolution of Buddhism are satisfactorily presented in E. A. Burtt, editor, *The Teachings of the Compassionate Buddha* (Mentor; MD131; 50 cents; A).

As in Chinese history and civilization, the long span of Indian life from antiquity to modern times is poorly represented in paperback editions. Some worthy volumes on disparate themes are: W. G. Archer, *The Loves of Krishna* (Evergreen; E124; \$1.25; A), a profound but pleasant study of a popular mythological and folk hero; H. A. R. Gibb, *Mohammedanism; an Historical Survey* (Mentor; M136; 35 cents; A), which contains material on the penetration and influence of Islam

in India; and James Brodrick, *St. Francis Xavier* (Image; D49; 95 cents; B), an excellent study of early Christian missionary activity in India and the Far East.

Modern India may be studied in paperback works in the fields of biography, autobiography, and literature. A stirring and sympathetic biography has been written by Louis Fischer, *Gandhi; His Life and Message for the World* (Signet; K300; 25 cents; B). M. K. Gandhi, *Gandhi's Autobiography; The Story of My Experiments With Truth* (Beacon; BP35; \$1.95; B) is a readable account of the life of India's great political and religious leader until the end of World War I. Rewarding reading for the teacher but somewhat challenging for the student is Nehru's autobiography, *Toward Freedom* (Beacon; BP58; \$1.95; A).

Several novels on modern India are guaranteed to furnish enjoyable reading. Unsurpassed after many years for its portraits and sketches of local life and customs in northwest India is the exciting tale by Rudyard Kipling, *Kim* (Dell; LB128; 35 cents; B). In a similar vein is the fast-moving book by Jim Corbett, *Man-Eaters of Kumaon* (Pennant; P23; 25 cents; C), the thrilling story of tiger-hunting in northern India. Among recent writers the following are outstanding in paperback editions: R. K. Narayan, *The Financial Expert* (Noonday; N142; \$1.25; B) is a brilliant and roguish story of life in a somewhat typical south Indian town by one of the giants of modern Indian literature; Kamala Markandaya, *Nectar in a Sieve* (Signet; S1336; 35 cents; B) is a sentimental but moving novel of peasant life in south India; and Khushwant Singh, *Mano Majra* (Evergreen; E28; \$1.25; B) presents a powerful and action-packed tale of the tragedy of a Sikh religious community at the time of Partition.

For the study of Tibet and the Himalayan regions several works are available. Heinrich Harrer, *Seven Years in Tibet* (Everyman; D45; \$1.45; B) has a permanent place in every library. Lowell Thomas, Jr., *Out of This World to Forbidden Tibet* (Avon; G1010; 50 cents; C) is outstanding in the field of popular travel literature. *Tiger of the Snows; the Autobiography of Tenzing of Everest*, written in collaboration with James R. Ullman (Bantam; A1465; 35 cents; C), will delight both teacher and student.

Pamphlets and Government Publications

Louis M. Vanaria

Mutual Security

A steady flow of pamphlet material reaches the editor's desk from the United States Department of State. Recent arrivals include *Report to Congress on the Mutual Security Program for the first half of Fiscal Year 1959* (U. S. Government Printing Office, Washington 25: 51 p. free). "The essence of our experience during seven and one-half years of the program on which reports have been submitted to the Congress," says the President's letter of transmittal, "is that the Mutual Security System is vital to our national security." An interesting companion booklet is more critical. *World Economic Development: Our Part in a Common Effort* (League of Women Voters of the United States, 1026 17th Street, N.W. Washington 6, D.C.: 78 p. 50 cents) compares the program to grandmother's "crazy quilt" and notes that it "is coming apart at the seams which were never too securely stitched from the beginning." Six chapters succinctly review our goals (and the goals of the developing countries), the realities of economic development, the different forms that assistance takes, criticisms of the current program, and proposals for improving and supplementing the present programs.

Technical Cooperation

Two attractive pamphlets describe details of the work of the International Cooperation Administration. They are *Technical Cooperation in Health* (U.S. Government Printing Office, Washington 25, D.C.: 28 p. 15 cents) and *Technical Cooperation in Agriculture* (same source, 22 p. 15 cents). The former describes progress in world health and how health programs work. Objectives of the program include control of specific diseases (projects in 23 countries), environmental sanitation (20 countries), consultation on operation of health facilities (22 countries), and consultation on construction and rehabilitation of health facilities (6 countries). The latter pamphlet describes achievements in the extension service, farm youth clubs, agricultural credit

services, agricultural education and research, land tenure and settlement, and technical agriculture.

Taiwan and Other Speeches

The voice of the State Department sings the praises of free China in the recently released pamphlet *The Republic of China* (U. S. Government Printing Office, Washington 25, D.C.: 63 p. 25 cents). The pamphlet says "the Republic of China is a bastion of free-world defense in the Far East and its forces are a powerful deterrent to further Chinese Communist military conquest in the area." The pamphlet is an account of progress made in Taiwan since December 8, 1949 with a review of its history, people and culture, government and economy, and prospects for the future.

In *Background: United States Foreign Policy in a New Age* (U. S. Government Printing Office, Washington 25, D.C.: 36 p. 25 cents), Francis O. Wilcox, Assistant Secretary for International Organization Affairs serves as the "voice." The pamphlet is based on excerpts from his speeches on such topics as Soviet diplomacy, atomic energy, outer space, and the United Nations. He quotes Edmund Burke, who once said, "All that is necessary for the triumph of evil is that good men do nothing." Mr. Wilcox makes speeches that demonstrate we are the busiest good-guys on this planet.

World Affairs

Readers may be interested in *INTERCOM*, a monthly publication of World Affairs Center for the United States, First Avenue at 47th St., New York 17, N.Y. Each issue reports on new world affairs programs, resources, speakers, techniques, books, pamphlets, and services from private, governmental, and intergovernmental sources. A school subscription for one year (nine issues) is \$5.

India and Canada are the subjects of two reports from the National Planning Association. The study, *East and West in India's Develop-*

ment (NPA, 1606 New Hampshire Avenue, N.W., Washington 9, D.C.: 67 p. \$1.75) warns, "If the Western democracies fail to further their foreign policy interest here, they will only have to contend with less favorable opportunities elsewhere." Author of the report, Wilfred Malenbaum, finds that "economic and political developments in India—one of the poor nations of the world and only recently independent—have acquired a symbolic status for the economically underdeveloped lands everywhere."

The findings of the study *The Growth of Soviet Economic Power and Its Consequences for Canada and the United States* (NPA, same address as above, 27 p. \$1) indicate that by 1965 Soviet economic expansion will be at a key juncture, at which time it could effectively begin to displace the industrial West in the underdeveloped countries and to undermine the trade positions of Western nations—especially Canada. Moreover, even over the next few years, Russian economic planners will be able to draw increasingly on the burgeoning Russian economy to effect new trade thrusts. "If Russia were to deploy her wheat and grains, lumber, pulp, and base metals in a serious attempt to become a leading world trader, Canada would be the first to suffer"—and it would probably suffer more than any other country.

"Canada—Are We Risking the Loss of a Good Neighbor?" is the 77th in the *VITAL ISSUES* series published monthly by the Center for Information on America, Washington, Connecticut (35 cents a copy). "The heritage of a long history of harmonious Canadian-American relations is being eroded away by a combination of American inconsiderateness and unconcern." After presenting background information on Canada's history and government, the leaflet outlines that country's problems, with special emphasis on sources of economic friction with the United States.

National Affairs

About 100 Books (Division of Youth Services, American Jewish Committee, 165 East 56 St., New York 22, N.Y.: 36 p. 25 cents) is a carefully annotated bibliography of books concerning intergroup relationships categorized for three age groups—5 to 8, 8 to 12, and 12 to 16. Ann Wolfe, the compiler, says "A good story can help a child to grasp what he has seen but not understood in his own environment, and to appreciate something of the feelings and way of life of other people. Books highlighting the customs, legends, folklore and religious festivals of different peo-

ples provide the young reader with clues to character." Incidentally, the *Proceedings of the Fifty-Second Annual Meeting*, April 17-19, 1959 are most attractive and include session summaries, reports and resolutions, addresses, and directories. I enjoyed the comments of Father John LaFarge, distinguished recipient of the American Liberties Medallion, and Ambassador Abba Eban's "Reflections on the American Scene."

The Citizen's Role in Cultural Relations (U. S. Government Printing Office, Washington 25, D.C.: 36 p. 20 cents) has an interesting section on the activities and programs of foreign exchange visitors to the United States. The experience gained on visits is a two-way road. Host and visitor benefit from better understanding.

Teaching Human Rights: A Handbook for Teachers (United Nations Office of Public Information, International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N.Y.: 87 p. 25 cents) aims to assist understanding and recognition of human rights by providing teachers with a practical handbook which presents concrete examples of effective programs of teaching human rights undertaken in different countries in different parts of the world. The booklet is illustrated, and includes an annotated bibliography.

"The transportation industry must become a genuine part of the competitive enterprise economy or there is danger of nationalization of essential transportation services." This is the conclusion of John H. Frederick in *Improving National Transportation Policy* (American Enterprise Association, 1012 14th Street, N.W., Washington 5, D.C.: 50 p. \$1).

Why is the trade union movement interested in good public schools? Is this a new-found interest on the part of the labor movement? What are the attitudes of teenagers in high schools towards unions? What kind of programs have succeeded in getting fair and objective treatment of the labor movement in the public schools? These and many other questions are discussed in a special supplement to *AFL-CIO Education News and Views* (October, 1959). For copies of this special report on education, "Better Schools for Better America," write to AFL-CIO Dept. of Education, 815 16th Street, N.W., Washington 6, D.C. (up to 100 copies, free).

Write to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C. for the descriptive leaflet and order blank entitled "56 Informative Publications on Communism."

Sight and Sound in Social Studies

William H. Hartley

Twenty Years of Sight and Sound

The current issue of *Social Education* rounds out twenty years during which this department has appeared as a regular monthly feature of the official publication of the National Council for the Social Studies. "Sight and Sound in the Social Studies" first appeared in the issue of March 1940 tucked away in the corner of "Notes and News." Now, some 400,000 words later, it seems appropriate to take a backward look in order to assess progress and to determine certain developmental trends.

What was the big news in the audio-visual field twenty years ago? Turn back to that first issue and you will find a notice about a book of map studies, two directories of films, a catalog of records, a listing of significant radio programs, a review of the Encyclopaedia Britannica film, *Colonial Children*, and reference to several helpful articles in other publications. Over half of this first article concerned itself with radio, and, in retrospect, it is surprising to note how much good educational material was on the air in the "good old days." It is regrettable that so few teachers took advantage of them as supplementary teaching material.

A score of years ago we were very enthusiastic about the possibility of making educational use of the movies which youngsters were seeing at their neighborhood theaters. In a feature which was rather elegantly called "The Commercial Cinema," reference was made to the history to be learned from such films as *Gone With the Wind*, *The Fighting 69th*, *Dr. Ehrlich's Magic Bullet*, *The Grapes of Wrath*, *Abe Lincoln in Illinois*, and *Young Tom Edison*. For some reason or other our enthusiasm for the current crop of films is not nearly so keen.

During the war years teachers were faced with the need for material which would push back the boundaries of ignorance concerning such places as Midway, Wake, Tunisia, Tarawa, El Alamein, Narvik Fjord, and Bataan. Geography almost took its rightful place in the social studies curriculum. The United States Government helped to meet the need for audio-visual material in this area by making available to schools films which were originally made for the armed forces or for

general public consumption. Producers of materials for the classroom, for the most part, continued to bring out basic materials with little attention to contemporary history. The bright exceptions were the manufacturers of filmstrips who stepped up the quality of their product and also provided the schools with much needed material on current affairs. The Audio-Visual Committee of the National Council for the Social Studies "got into the act" by collaborating on a filmstrip designed to acquaint pupils with our somewhat unknown ally—the U.S.S.R.

Another sub-committee of the NCSS-AV Committee made an outstanding contribution to the production of social studies material when, in the late 40's and early 50's, it worked with the officials of Teaching Films Custodians in bringing out a series of films excerpted from feature motion pictures. Among the pictures which this group completed and made available to the schools were *Mark Anthony of Rome*, *Due Process of Law Denied*, *The Crusades*, *Drums along the Mohawk*, *Johnson and Reconstruction*, *Land of Liberty* (Part 5), *Conquest*, and *House of Rothschild*.

Trends in Film Production

Educational films in general seem to have come of age in the past 20 years. For one thing there is now a wide selection of first-class films available. Each issue of "Sight and Sound" carries news of from 20 to 30 new films in the area of the social studies. Even in the area of world history, where once films were as scarce as hen's teeth, there is now a good selection of useful motion pictures. Coronet has brought out such films as *Boy of Renaissance Italy*, *Story of Prehistoric Man*, *Ancient Mesopotamia*, *Ancient Rome*, *Medieval World*, *Reformation*, *French Revolution*, *English History Series*, and *India's History Series*. Encyclopaedia Britannica has made a notable contribution with their films on the history of Magna Charta. Television also has helped to make the world history teacher's lot an easier one by making available on 16 mm. film such outstanding programs as "You Are There," and "Twentieth Century." A great many educational film libraries now rent such outstanding television

films as *The Assassination of Julius Caesar*, *The Triumph of Alexander the Great*, *The Final Hours of Joan of Arc*, *The Tragedy of John Milton*, *Napoleon's Return from Elba*, *Chamberlain at Munich*, and *D-Day*.

The United States Government continues to make excellent motion pictures available to schools at minimum cost. An example of recent production is the "Atlantic Community Series." These 15 film studies deal with the key nations of the free Western world. For about \$40 per print one may obtain good film features on *Belgium*, *Canada*, *Denmark*, *France*, *Greece*, *Iceland*, *Italy*, *Luxembourg*, *Netherlands*, *Norway*, *Portugal*, *Turkey*, *The United Kingdom*, *Germany*, and *The United States*. No longer does one contact governmental agencies directly to purchase films, but instead all inquiries are directed to Governmental Department, United World Films, Inc., 1445 Park Ave., New York 29.

On the whole educational motion pictures seem to get better with each passing year. The acting is improving, the photography is first-rate, and there is a trend toward the shooting of many of these films on the actual location of the original action. In the case of films on early American history and early European history where historical remains are often present the result has been more realistic and convincing classroom films. Best of all the producers seem to have abandoned the shotgun approach in which vast areas and years of history were compressed into one film, and now more and more classroom motion pictures are devoted to doing an adequate job of depicting a limited time and space.

The Fast-Growing Filmstrip

Probably the fastest growing audio-visual materials on the market today, and certainly the ones which have made the greatest strides in the last twenty years, are the filmstrips. This type of teaching material has largely replaced the lantern slide and, indeed except for those of the teacher-made variety, the miniature slide, or Kodachrome. One reason for the increased popularity of the filmstrip is its relative inexpensiveness. Here one can obtain a series of 40 pictures in full color, expertly edited and complete with appropriate and stimulating captions for about \$5. Encyclopaedia Britannica Films (Wilmette, Illinois) has given us two outstanding series in *The Revolution*, and *The Civil War*. Life Filmstrips (9 Rockefeller Plaza, New York 20) continue to utilize the vast picture resources of *Life* magazine to produce such outstanding filmstrips

as *The Oldest Nation—Egypt*, *Homeric Greece*, *The Minoan Age*, and *Journey Down the Great Volga*. Probably the best current events filmstrips available are those distributed by the Office of Educational Activities, *The New York Times*, Times Square, New York 36. Eight monthly issues on such topics as *Challenge For France*, *New Currents for Latin America*, and *Electing a President* cost \$15 for the year.

A number of textbook publishers are preparing sets of filmstrips to complement their texts. This is a hopeful trend, for better art work and superior writing is likely to result when experienced and resourceful publishers are responsible for filmstrip production. Even more hopeful have been the efforts of several filmstrip producers in bringing out complete sets of American history filmstrips covering the history of our nation from its beginning to the present. Outstanding in this regard is the "Pageant of America Filmstrip Series" produced by Yale University Press Film Service, 386 Fourth Avenue, New York 16. This series uses many of the illustrations from the very fine *Pageant of America* volumes which picture the history of the United States. Another series on United States history using color and original drawings is now being prepared by the Text-Film Division, McGraw-Hill Book Company, 330 West 42nd St., New York 36. Sets one and two carrying the story up to the Civil War are now available and sets three and four bringing the story up to date are now being completed.

In the field of elementary social studies the Society for Visual Education (1345 Diversey Parkway, Chicago 14) now in its fortieth year in the field, continues to add to its excellent offerings. The grade school materials are further enriched by the productions of Eye-Gate House (330 W. 42nd St., New York) and of Informative Classroom Publishers, 40 Ionia Ave., N.W., Grand Rapids, Michigan.

What Else Is New?

"Sight and Sound in the Social Studies" has from its very beginning listed a wide variety of audio-visual materials. The map offerings of the A. J. Nystrom and Co. (3333 Elston Avenue, Chicago 18), The George F. Cram Company (730 E. Washington St., Indianapolis, 7), the Denoyer-Geppert Company (5235-5259 Ravenswood Avenue, Chicago 40), Weber Costello Company (Chicago Heights, Ill.), Rand McNally (111 Eighth Avenue, New York) and others have been noted in these columns. We have been especially en-

thusiastic about the attention of map companies to better maps and globes for the middle grades. (See especially the 1959 Denoyer-Geppert Catalog, p. 2.)

The number of records and recordings have increased enormously during the past twenty years. The popularity of "hi-fi" and stereophonic records has had a salutary effect upon school materials. Albums such as "The Union" and "The Confederacy," and the "I Can Hear It Now" series, originally produced for the popular market, have proved extremely useful in the classroom. The most promising development in the production of records specifically designed for the social studies classroom has been the interviews with outstanding Americans distributed by Folkway Records, 117 W. 46th St., New York. The interviews with William O. Douglas, Margaret Chase Smith, Eleanor Roosevelt, Robert M. Hutchins, and others bring living American authorities into the classroom.

We wish the outlook was as heartening in the area of the most useful and fundamental of all social studies teaching materials—the flat picture or paper print. The truth of the matter is that when a teacher wants a good still picture he must search through magazines and newspapers. Except for the outstanding Informative Classroom Picture Sets (40 Ionia Avenue, N.W., Grand Rapids, Michigan), no one seems to be interested

in supplying teachers with good, inexpensive sets of pictures.

And Now Television

For the most part the schools of America missed the boat when it came to adequate and effective utilization of radio in the classroom. An enthusiastic and able group of educators are determined that this shall not happen in the case of television. Under the leadership of these forward looking educators more than thirty educational television stations have been established to bring TV lessons into our schools. With the help of funds received from foundations, experiments in closed and open circuit TV are being conducted. A Center for Educational Television has been established to aid in the distribution of worthwhile program material. To be sure there are many unanswered problems in the proper utilization of this material, but the future holds great promise.

The future also holds the promise of teaching machines, electronic classrooms, interplanetary field trips, and other technical marvels. But at the base of the entire teaching process is, and always will be, the teacher. The effectiveness of the use of teaching devices will rest in his hands and head. To this end "Sight and Sound in the Social Studies" has worked for the past twenty years and will continue to work in the future.

Opportunities for Teachers

OAS Fellowship Program

The Organization of American States Fellowship Program which is designed to assist five hundred postgraduate students from the member countries of the OAS to take advanced training abroad provides a number of postgraduate fellowships for students and teachers in the United States. These fellowships provide for training, maintenance, tuition, and books for students from the United States to do study in one of the Latin American countries. Teachers working in the area of Latin American history and possessing at least a Bachelor's degree are eligible. Write to the OAS Fellowship Program, Department of Technical Cooperation, Pan American Union, Washington 6, D.C., by March 1, 1960, to apply for study commencing September 1, 1960. Applications received later than March 1 may be considered for study in 1961.

National Library Week

Further information received in NCSS headquarters reveals that a colorful School Kit of National Library Week promotional aids is available from School Kit, National Library Week, 24 West 40th Street, New York 18, New York. The cost of the kit is \$1 and entitles the recipient to a poster 17" × 22" in six colors; an 8" × 10" reduction of the poster suitable for mounting; a 9½" × 12" streamer in four colors; 50 four-color bookmarks; and a booklet-reprint titled "Activities for Youth—In School and in the Community." This latter is a reprint from the newly revised and expanded Organization Handbook. The kit should be ordered no later than March 15.

The theme of National Library Week (April 3-9) is "Open Wonderful New Worlds—Wake Up and Read."

Book Reviews

Daniel Roselle

I. RACIAL ISSUES AND THE LAW

William Bolitho, writing in *Twelve Against the Gods*, expressed the opinion of many people when he said: "We, like the eagles, were born to be free. Yet we are obliged, in order to live at all, to make a cage of laws for ourselves and to stand on the perch."

There are those who do not view law as merely a protective cage, however. Rather, they consider law to be a constantly opening door leading to greater freedom. These people include among their number those individuals who are convinced that legal decisions and legislative action can become the chief factors in solving the racial problems that now confront the United States.

It is of considerable interest to general readers and social scientists alike, then, that *Race Relations and American Law* by Jack Greenberg examines in detail the complicated relationships between racial issues and the law. The book is reviewed by Dr. Robert S. Thompson, distinguished educator, lawyer, and labor arbitrator who now resides in Marquette, Michigan.



Race Relations and American Law. By Jack Greenberg. New York: Columbia University Press, 1959. 481 p. \$10.00.

By Robert S. Thompson

For teachers and research specialists concerned with race relations this compendium is indispensable as a reference; for lawyers and public officials dealing with questions of segregation and racial discrimination it is a necessary manual; and for lay leaders and intelligent general readers it is a source of data of great cogency. It vindicates the right of law to a larger place in social education.

The work is admirably designed. First the power, function, and limits of the law in establishing and advancing racial equality, and the legal doctrines of civil rights, equal protection, and state action, together with the practices of advocacy and enforcement and of delay and resistance, are developed with trenchant clarity. Then a "vertical" organization follows with a chapter for each important area—public accom-

modations, travel, elections, work, education, housing, criminal law, domestic relations law, and the Armed Forces. The discussion is not abstract, however. There is an intricate weaving of actual court decisions and of legislation in a flowing narrative of crisp style.

In general, Mr. Greenberg is convinced that the "basic law" is now fairly settled. New measures do not present "unique" problems. However, the meaning of "all deliberate speed" is not yet precise, and there remain "sectors of indecision." Yet it is possible "to identify the relevant fundamental principles and often make informed predictions."

Justices Holmes and Cardozo, in their enthusiasm for the Common Law, underplayed, in the author's opinion, the creative function of the law itself to bring social change. The law may even have an educational function—indeed, in some areas of race relationship well-publicized lawsuits are most effective.

Within limits, the actual accomplishments of the law of race relations show that progress toward equality need not wait upon education and economic evolution. (It is interesting to note that Myrdal attached strategic importance to his "Rank Order of Discriminations," and that in consequence the expectation was that a movement against political disenfranchisement would have a tactical advantage over one against school segregation.)

While Mr. Greenberg emphasizes the "matrix" of the law of race relations, that is, the forces of industrialization, urbanization, homogenization of regions and of the nation, migration, religious ideals, and the pressures of the Cold War, his thesis is that the "law often can change race relations, that it sometimes has been indispensable to changing them, and that it has in fact changed them spectacularly."

The account of the NAACP legal program, in spite of legalistic detail, has elements of drama. Here was a "scholarly, thorough, and thoughtful approach which underscored the need for a program which would employ the highest skills, build precedent, and treat each case in a context of jurisdictional development, not as an isolated lawsuit." Here was "creative advocacy" engaged

in cold legal war which, in William James' classic phrase, was the moral equivalent of war (violence).

In the space of this review it is not possible to deal in detail with a compendium of the whole law of race relations. Perhaps of primary general interest, however, is the concept of *state action* which Mr. Greenberg regards as pivotal. How this concept is developed and applied by the courts may be of crucial importance. Freedom from governmental interference in individual conduct was the ideal of traditional liberalism. The Fourteenth Amendment restrained the state from interfering with private liberty. With the rise of great organizations of private power—the great corporations, for example—the need to shield the individual from private as well as state power emerged. As early as 1883, the first Justice Harlan, dissenting in the Civil Rights cases, had declared that equal protection of the law under the Fourteenth Amendment could be enforced against railroad corporations, innkeepers, and managers of amusement places because “they are charged with duties to the public.” By 1950, Justice Vinson was saying that “when authority derives in part from Government’s thumb on the scales, the exercise of that power by private persons comes closely akin, in some respects, to its exercise by government itself.” This opens up a vast potential for action against “social” discrimination, and Greenberg opines that there has been “no contemporary cut-off of the doctrine’s growth potential.”

Genuine private schools (not those set up to evade desegregation), trusts to assist minorities (even Negro scholarship funds), private housing projects similar to Stuyvesant Town, New York City, FHA insured housing and Title I urban renewal projects, might well be held to involve “state action” and be subjected to the consequence. However, Mr. Greenberg observes that Negro economic and political power may grow so rapidly that the courts may be less insistent on finding state action in hitherto private activities.

To readers of *Social Education* the long chapter on Education, particularly when read with the one on Housing, may be of most interest. In his general legal overview, Mr. Greenberg rejects the view that “the School Segregation decisions were based on the testimony and writing of the social scientists, and were not legal decisions in the regular sense of that term.” Social scientific opinions that segregation is psychologically harmful were considered by the Court, but fundamentally the decisions had a “firm footing of

legal precedent,” although social, economic, and moral pressures contributed. He considers it wise that the decisions were not tied to particular social science views. The complexity of the intertwining of racial and non-racial factors—low Negro pupil achievement, housing patterns, “voluntary” segregation, resistance laws, pupil assignment plans, abolition of public education, interposition, *de facto* segregation, and pressure for “affirmative integration”—are succinctly analyzed and evaluated in terms of the current situation and of future struggles.

The situation in New York City is given special attention. If one were seeking controversy, some of the demands for “affirmative integration” to overcome “*de facto*” discrimination, as they are opened up by the discussion of the Public Education Association Commission on Integration reports, and the Justice Polier decision might be seized upon. Mr. Greenberg’s discussion in itself is detached and reasonable. Yet planned integration achieved through quotas and wholesale transfers regardless of what in the past have been thought sound educational practices raises fears. The compulsory assignment of teachers recalls attitudes of a generation ago when injunctions were used in labor disputes. And the upholding of Negro parents in taking their children out of school on the ground that they consider the school inferior, the court validating this judgment of inferiority on grounds that many educators would think dubious, appears to subordinate education to racial interests, particularly when such interests are backed by strong political pressure.

It is ironic that a school such as J.H.S. 136 (Harlem), operating an educational program designed on modern progressive principles with the aim of meeting the real needs of each pupil, may be sabotaged by Negro parents on the ground that the program does not “motivate.” Here legal action seems to invade professional prerogative.

The *Manchester Guardian* from its vantage point of distance recently observed that the Negro does not want schools and votes for their own sake alone; he wants them as the outward and visible sign of equal status. This he can get only when whites decide to give it. “The crucial battle is the battle for the hearts and minds of the whites.” This suggests that if education for all—Negro and white—is paramount, then the struggle for desegregation should not become fanatical.

Mr. Greenberg’s book itself has a remarkable detachment. It could not be expected that the

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Counsel for the NAACP Legal Defense Fund would propose legal strategies for programs of gradualism—honorable and legal—which Southern Moderates who accept desegregation as inevitable, but who have ideas of what is wise and possible at a given point of history, might find suggestive.



II. BOOK FARE

Portugal

The Individuality of Portugal. By Daniel Stanislawski. Austin: University of Texas Press, 1959. 248 p. \$5.00.

Professor Daniel Stanislawski is especially well equipped to provide the reader with a provocative analysis and new insight into those many puzzling questions which deal with the evolution of Portugal as a national unit separate from Spain. The author tries to compromise the disagreement between those scholars who maintain that Portugal is separate because of physical geographic considerations and those who suggest that Portugal's uniqueness developed from the acts of her political leaders and other historical factors.

Professor Stanislawski points out emphatically that "the problem would be far simpler if the Portuguese, in almost complete unanimity as to their individuality, did not differ so widely as to its genesis."

Early in the book, the position of the author is mentioned succinctly: "This study will maintain the point of view that there was a culture area in the Northwest of the peninsula distinct from that of the interior, and although a human decision was the immediate cause of Portuguese political independence, such a decision would have been fruitless had there not been persistent historical and cultural differences between the northwest periphery and the great interior tableland, the meseta."

The Individuality of Portugal is written with cogent insight and balanced objectivity. This superb and highly authoritative account is a good example of the feasibility and usefulness of combining historical, geographic, and cultural factors and a general interpretative approach to a major problem.

EUREAL GRANT JACKSON

New York City Public Schools



Community Relations

A Neighborhood Finds Itself. By Julia Abrahamson. New York: Harper and Brothers, 1959. 370 p. \$5.00.

Population mobility is a phenomenon of American life. As a result, at least one out of three or four families, adults and children alike, every year is confronted with the need to accept new neighbors. In increasing numbers these new neighbors are going to be different in color, creed, religion, and ethnic origins. Consequently, the youth now in secondary schools and colleges need to be prepared for the experience of living in changing neighborhoods or integrated communities. They and their parents need to examine their attitudes and prejudices, and to contemplate the ways of organizing a community for action so that change may be accomplished without violence.

Julia Abrahamson's book, *A Neighborhood Finds Itself*, is an easily read, well documented account of what happened as the Hyde Park-Kenwood section of Chicago changed. The people who lived there faced the question: Shall it be flight or fight or democratic action carefully designed to meet the needs of people? How they proceeded, fumbling at first and then continuing more courageously under skilled leaders and as new leaders emerged, in an exciting and colorful story.

The style of presentation makes for a smooth narrative. The book is full of good conversation, dramatic incident and sharp contrasts. The story of the project thus moves rapidly from discussion to social action involving residents and university and power figures in the city.¹

Copies of *A Neighborhood Finds Itself* should be placed on the shelves of all secondary school libraries. Professors of sociology will find it of interest and value to their students. Community leaders, practical politicians, and people involved in social and civic agencies and organizations will get from the book valuable information about problems to be met and techniques to use. The book will serve to inspire its readers with confidence as they live for a time with this group of people who struggled through from despair and distrust to a new hope and belief in democracy as a way of life.

GERTRUDE NOAR

National Director of Education
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Portrait of Lincoln

Abraham Lincoln, A New Portrait. By Henry B. Kranz. New York: G. P. Putman's Sons, 1959. 252 p. \$4.00.

Henry Kranz has collected a handy series of writings that give a many-sided view of Abraham Lincoln. The result is a volume that would be useful for high school reference and for supplementary reading in college.

The book has two parts. The first offers the interpretations of 22 authorities, each of whom deals with a specialized aspect of Lincoln. The second section includes some of Lincoln's better-known writings, some of the ways in which Lincoln's contemporaries viewed him, and an unannotated bibliography.

The composite portrait points up the complexity of Lincoln. Deserving special recognition are the articles by T. V. Smith on democracy, Jay Monaghan on diplomacy, T. Harry Williams on the military, Theodore C. Blegen on literature, and Richard N. Current on the family. Several of the articles could as easily have been combined. "Plain Man of the People" and "Human Rights," for example, had a common theme

as did "Poets" and "Man of Letters." Those dealing with "Music" and "Sciences" left the feeling of stretching already limited material.

Although the book is not truly "A New Portrait," it nevertheless deserves a place on library shelves. Certainly, it is a pleasant volume that can be read without fear of disillusionment—for no one writes an unkind word about the now legendary Old Abe.

WILLIAM CHAZANOF

State University of New York
Fredonia

Backgrounds of Education

Prologue to Teaching. By Marjorie B. Smiley and John S. Diekhoff. New York: Oxford University Press, Inc., 1959. 590 p. \$5.75.

Everyone concerned with teacher education is aware of the need for books which afford the prospective teacher an opportunity to understand current educational practices and problems. *Prologue to Teaching* provides such an opportunity. The book contains an edited compilation of selections by noted writers dealing with the historical, philosophical, and sociological back-

grounds of education. Included are writings by Pestalozzi, Plato, Comenius, Horace Mann, John Dewey, Rousseau, and others.

The selections present various viewpoints centered around these problems: Who should teach? Who should be educated? What should be the purposes of education? How should we view the school in context? Introducing each section is an essay by the authors designed to stimulate the reader and to challenge him to consider the problem from several viewpoints. Careful reading of the selections which follow should enable the student to think critically about each issue presented.

The use of *Prologue to Teaching* as a text would strengthen the professional courses for pre-service teachers. Serious-minded students of professional education would profit from studying this well-organized, scholarly book.

GLADYS HOFFPAUR

Southwestern Louisiana Institute



Conservation and the T.V.A.

The Conservation Fight: From Theodore Roosevelt to the Tennessee Valley Authority. By Judson King. Washington, D.C.: Public Affairs Press, 1959, 316 p. \$6.00.

This book is improperly titled. It is not a story of the wide range of twentieth-century conservation activity as one might suppose. Rather it deals with the water problem and, in particular, with the evolution of the Tennessee Valley Authority. The book also lacks impartiality. Its author, now deceased, was one of the foremost advocates of federal control of natural resources and unashamedly reflects his position here.

These observations, however, are not intended to detract from the book's worth. Its contribution is inestimable. Certainly, the author is justified in discussing the water aspect of natural resources. Undeniably, the question of its control by the federal government has evolved as one of the principal domestic issues of the present era. And the handling of the water problem portends much about the future of the American society.

One must recognize, too, the author's competency to discuss his subject. Few people were closer to the T.V.A. project than Judson King. In addition to drawing upon his experiences, the author has conscientiously documented his work. What is more, he has produced a well-organized and well-written book.

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T.V.A.—past, present, and future—the American secondary and college student should be strongly urged to read *The Conservation Fight*.

MARTIN L. FAUSOLD

State University of New York
at Geneseo

The Eavesdroppers

The Eavesdroppers. By Samuel Dash, Richard R. Schwartz, and Robert E. Knowlton. New Brunswick, New Jersey: Rutgers University Press, 1959. 484 p. \$6.50.

The Eavesdroppers, a study sponsored by the Fund for the Republic, exposes the subsurface system of electronic surveillance of communication. The dust jacket pictures a malignant eye peering through a keyhole. The content of the book, however, is actually quite objective and includes very little moralizing.

The three authors—two lawyers and one electronics engineer—have written the book in three parts. Part one deals with the status of eavesdroppers; part two describes the electronic techniques; and part three reviews the legal status. The authors make clear their concern with the increased use of legal and illegal wire tapping and “bugging” of private and public buildings.

The purpose of the book was to alert the thinking public to the widespread use of wiretapping by law officers, business firms, and “private eyes.” One gets the impression that there exists a vast underground system, set up with the consent of the telephone companies in the cities of America. None of this exposé is surprising to sophisticated readers of leftwing journals. However the book is to be commended for preserving the muck-raking tradition.

J. WADE CARUTHERS

Southern Connecticut State College

III. EXPLORING THE ELEMENTARY BOOK FIELD

By Jane Ann Flynn

Theme: “Timely Topics”

Kidlik's Kayak. By Terry Shannon. (Whitman, 1959. \$2.75) (Grades 2-4)

Activities of native Alaskan boy whose first seal hunt without his father leads to exciting adventures. Illustrations show very well such things as the equipment, clothing, and shelter of the Eskimos. List of Eskimo words given in the front of the book.

A Trip to Hawaii. By Carla Greene. (Lantern, 1959. \$2.95) (Grades 3-6)

Using the device of a family taking a trip, the author imparts to the reader many aspects of life in Hawaii, its beauty, and a bit of history. Good photographs. No index, but an extensive table of contents helps overcome this weakness.

The First Book of Maps and Globes. By Sam and Beryl Epstein. (Watts, 1959. \$1.95) (Grades 3-5)

Beginning with a neighborhood map, the reader is introduced to various types of maps. The book discusses the special features of maps, their usefulness, and keys to map reading. It is simpler than other publications in this field and should have a real use in intermediate classes. Glossary of map terms at end.

First Under the North Pole: The Voyage of the Nautilus. By Commander William R. Anderson, U.S.N. (World, 1959. \$2.75)

Simple, but absorbing account of the historic voyage from Seattle, Washington to Portland, England by way of the North Pole. Photographs and diagrams add much to Commander Anderson's report for young readers.

The First Book of West Germany. By Norman Lobsenz. (Watts, 1959. \$1.95) (Grades 4-6)

An overview of West Germany with a good explanation of the division of Germany. Discusses such topics as: principal cities, schools, transportation, sports, and festivals. Includes quite a long list of German words and phrases with phonetic pronunciation. Index.

Getting to Know the U.S.S.R. By John A. Wallace. (Coward, 1959. \$2.50) (Grades 4-6)

This book effectively presents current conditions in the Soviet Union, with emphasis on the people. The author, a vice-president of the Experiment in International Living, concludes by pointing out the need for people throughout the world to know more about each other.

IV. EDIT-BITS

... Faubion Bowers, who already has done an excellent job in describing the theater and dance in Japan and India, now surveys the same fields in the Soviet Union. His book, *Broadway, U.S.S.R.* (Thomas Nelson and Sons, \$5.), is an astute analysis of the state of ballet, theater, and other entertainments in Russia today. Mr. Bowers

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concludes his section on drama with this highly controversial statement:

I left the Soviet Union thinking that there is not nearly as much to learn from each other in the theatre as we had thought in the past. The one good from cultural contact between theatres is not in actual borrowing or copying, but in the stimulation of seeing how completely different the other country is. Unless another Stanislavsky or Meyerhold comes along, we need little from the U.S.S.R. at present.

The fact remains, however, that a number of American actors and actresses—including a mumbling Marlon Brando and an emphatic Susan Strasberg—continue to use "The Method" derived from Stanislavsky.

... "November 2, 1956, was a Friday. . . . [It] was one of those days when history seems to balance on a knife edge, and the destinies of nations are poised ready to fall either way." Thus begins *One Day in the World's Press*, edited with an introduction and commentary by Wilbur Schramm (Stanford, \$6.95). This new and fascinating publication then uses translations and facsimile reproductions to show how fourteen newspapers throughout the world handled the crisis in Hungary and in Egypt on November 2. The newspapers represented include: *Pravda* (Moscow), *Le Monde* (Paris), *Asahi* (Tokyo), *Al Ahram* (Cairo), *Jen-Min Jih-Pao* (Peking), *The*

New York Times, and others. *One Day in the World's Press* provides an excellent medium by which to help students to understand the different ways in which the press throughout the world views the same situation.

... *The Philosophy of the Revolution* by Gamel Abdel Nasser (Cloth, \$3; Paper, \$1), which first appeared in pamphlet form in Cairo in 1953 and which went through five editions in Arabic, has now been reissued in translation by Economica Books, Smith, Keynes, and Marshall Publishers. As John S. Badeau, president of the Near East Foundation, points out in his introduction, the book is useful as a source document for the origins of the Egyptian revolution and as "a bench mark" for the study of Nasser's character.

... Finally, this department recently dined with Earl Clement Attlee, Britain's prime minister during the post-World War II period. Was Lord Attlee devoting any of his time to writing? He told us that he was. What type of writing—history? No. Memoirs? No. Collections of correspondence? No. What then? "I spend a good bit of my time doing *book reviews*," Lord Attlee declared. The book department of *Social Education* has not felt this close to the British in years!

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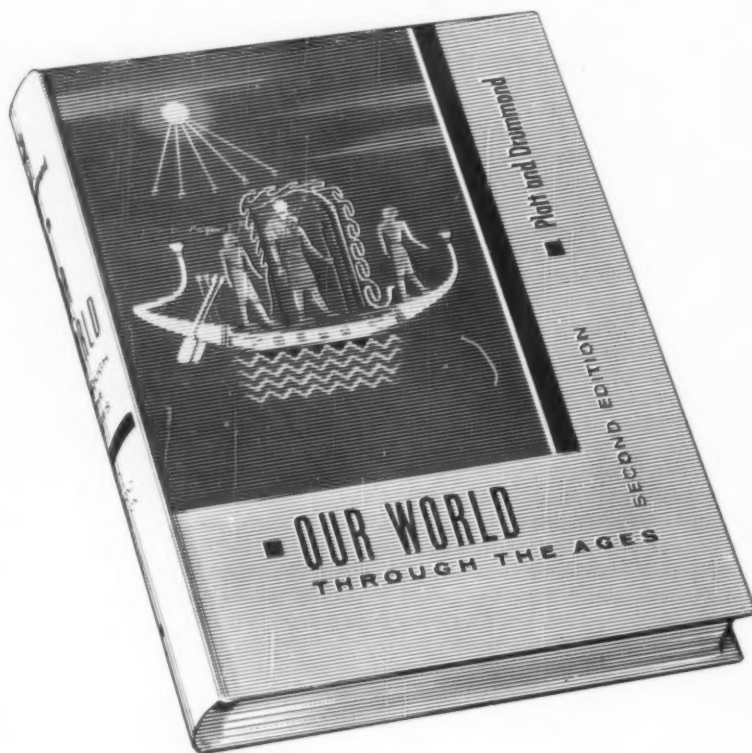
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